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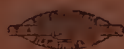
ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF SASKATCHEWAN
1919

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY



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DEPARTMENT OF EDUCATION

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Inspector in Charge of School District Organisation: A. W. COCKS, B.Sc.
Assistants: P. R. McDONALD, H. V. MEYER.
Director of Rural Education Associations and School Fairs: F. W. BATES, B.A., M.Sc.
Assistant in Extension Work in School Agriculture: A. M. McDERMOTT, B.S.A.
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Director of Household Science: MISS F. A. TWISS.
Acting Director of Household Science: MISS ISABEL SHAW.
Chief Attendance Officer: D. S. McCANNEL.

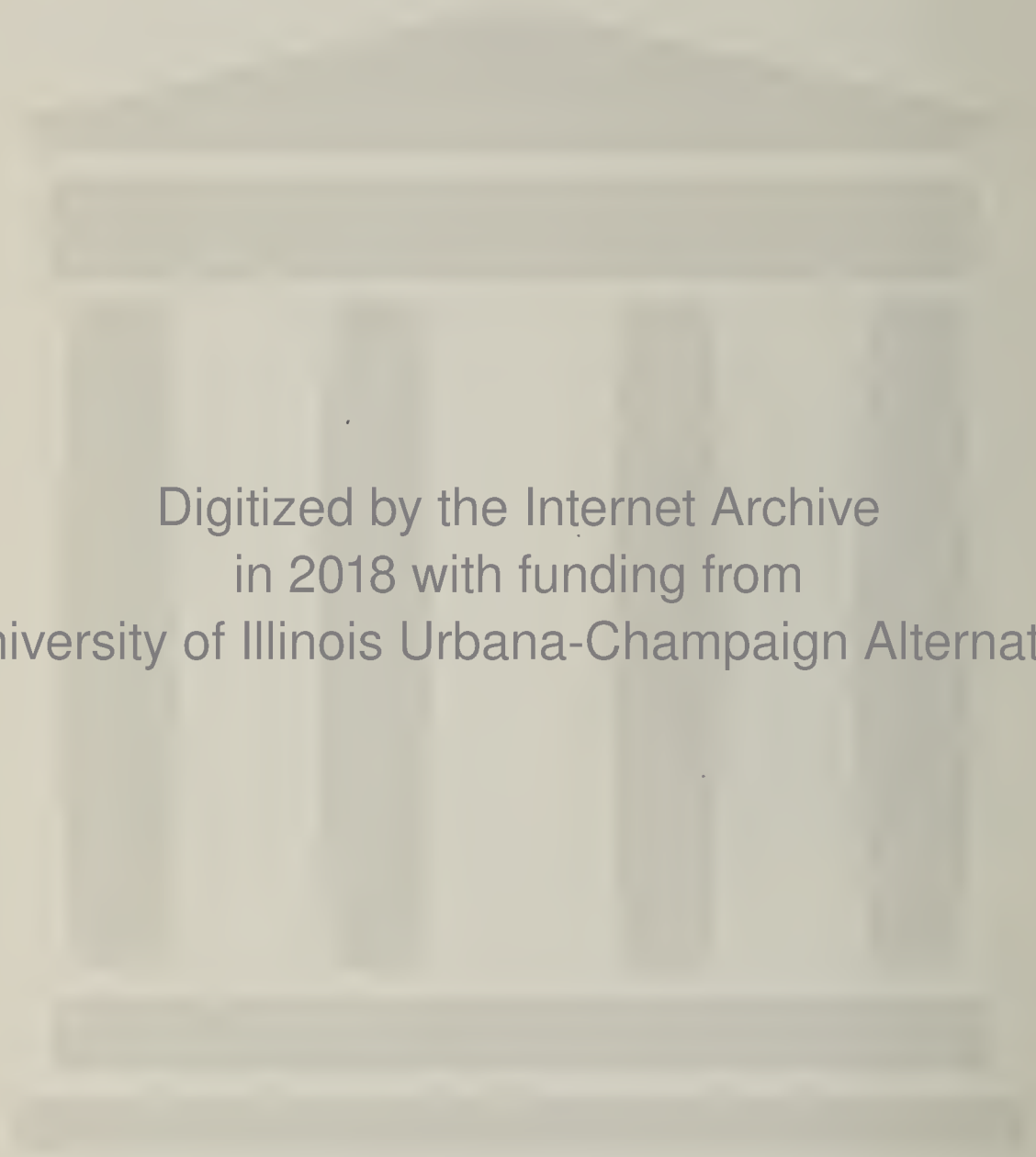
NORMAL SCHOOL STAFFS

REGINA:

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DEPARTMENT OF EDUCATION,
REGINA, *March 1, 1920.*

To His Honour,

SIR RICHARD LAKE, K.C.M.G.,
Lieutenant Governor of the Province of Saskatchewan.

MAY IT PLEASE YOUR HONOUR,—

The undersigned has the honour to submit herewith the Annual Report of the Department of Education for the year ended December 31, 1919.

Respectfully submitted,

WILLIAM MELVILLE MARTIN,
Minister of Education.

REPORT OF THE DEPUTY MINISTER OF EDUCATION

REGINA, *March 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit for your consideration the Annual Report of the Department of Education for the year ended December 31, 1919.

The School Act.—A number of important changes in The School Act were made at the session of the Legislative Assembly which opened on November 27, 1919. Sections 30 and 79 were amended so as to provide one hour for polling in rural districts. The period for polling has consequently been made uniform in the case of the first election of trustees, election of trustees at annual meetings and an election at a special meeting to fill a vacancy in the board. Hitherto the time had varied from thirty minutes to two hours. The amendments were designed to prevent confusion which had appeared in practice. Section 51 was redrafted so as to provide that in case a new school is being built in a district to replace an old building, which may or may not be centrally located, the board apply to the council of the municipality or to the Department as the law may require for the approval of the site upon which it is proposed to build the new school. Sections 54 and 55 were revised with a view to setting forth clearly the procedure in connection with applications for the alteration of the boundaries of school districts. This phase of departmental work has increased very considerably in recent years due chiefly to a tendency in village and town districts to increase their taxable area in order to cope with increasing costs in school administration and in the case of rural districts to a desire of municipal councils to equalise taxable areas as far as possible within the municipality. Most of the sections dealing with the authorisation of a debenture loan by the Local Government Board and the issue of debentures by a school district have been changed and a number of new sections added, so that on and after May 1, it will be necessary for boards of trustees in connection with the application for a debenture loan to submit to the Local Government Board a resolution setting forth details of proposed capital expenditure and for a bylaw to be passed after the approval of the resolution. This bylaw must in every case be referred to the ratepayers and a poll taken thereon. On account of the greatly increased cost of building and particularly in view of the better class of building now being erected, especially in rural districts, the period of a debenture for frame buildings has been extended to fifteen years. Section 210 has been amended so as to increase the fees that may be charged pupils attending high school classes in public schools and section 211 so as to increase

the fee to ten cents per teaching day per family in the case of non-resident pupils. Fees in connection with high school work are charged in a number of cases in village and town districts where owing to the small taxable area difficulty is found in obtaining adequate funds for school purposes.

The School Attendance Act.—Suggestions for radical amendments to The School Attendance Act, having in view chiefly the elimination of the mileage limit for compulsory attendance, extending the age limit and extending the compulsory standard to be attained by pupils before exemption might be allowed, were received from several sources. The consensus of opinion, however, of those most qualified to judge of the operation of the Act was that a more stringent law was not at present desirable or indeed capable of application in view chiefly of the pioneer conditions still existing in many parts of the province. At a conference of inspectors of schools it was clearly shown that the law was being justly and fairly administered and was working satisfactorily and that its provisions had materially improved the attendance of pupils in all the elementary schools. Certain amendments were made, however, with a view to facilitating the administration of the law. Particularly, subsection (2) of section 6 was repealed and it was provided in the new subsection that a child over thirteen years of age who had passed Grade V could be relieved from attending school for not more than thirty teaching days during the year if such child's services were required in husbandry or in urgent or necessary household duties. The new subsection requires a certificate of exemption which may be issued subsequent to a resolution at a regular or special meeting of the board, setting forth the reasons for relief. Section 24 was amended by the addition of a subsection imposing a penalty upon any parent, guardian or other person who neglects or refuses to give a teacher or any person appointed by the department or any board such information as is required by the Act or gives false information and upon any person who by threat, intimidation or otherwise prevents or attempts to prevent the attendance of a child at school in accordance with the terms of the Act or in any other way interferes or attempts to interfere with the carrying out of its provisions.

The School Grants Act.—This Act was amended so as to increase to two dollars the sum payable per evening session for each teacher employed in a night school and a new section 3a was added providing for a grant to a rural district for a teacher's residence, such grant not to exceed one-third of the cost thereof and to be made by the Lieutenant Governor in Council after evidence has been furnished that such a residence is requisite for the proper operation of the school and that without financial assistance from the province the district is unable to erect a teacher's residence.

Debentures.—Two hundred and ninety-three districts were authorised to issue debentures to the total amount of \$1,581,770, as compared with 212 districts and a total of \$512,770 in 1918. There were registered for sale the debentures of 277 districts for

amounts totalling \$1,461,695.26, the corresponding figures for 1918 being 197 districts and \$609,150. The largest debenture authorised was for the sum of \$175,000 for Saskatoon. It is interesting to note that the debentures authorised for school districts during the year amount to slightly more than three times the amount of debentures authorised during the year 1918. This indicates that after the close of the war much building which had been delayed because of war conditions was undertaken.

Finances.—The amount expended on school sites and buildings was \$1,546,622.51. The amount expended for teachers' salaries was \$4,813,000.42, an increase of \$981,058.38 over 1918. This increase is not altogether accounted for by the increase in the number of departments in operation but is very definite evidence of the substantial advance in teachers' salaries. The amount expended for all purposes was \$12,673,124.76. The total government grant for the fiscal year ending April 30, 1919, amounted to \$1,292,954.52, of which sum \$91,547.73 was paid for the support of secondary education.

School Organisation.—During the year the School District Organisation Branch of the Department was organised with an inspector in charge. This branch is held responsible for the administration of the law as it applies to the erection of new school districts, alterations of boundaries of school districts, the selection, approval and expropriation of school sites, the election of trustees, the operation of schools, the appointment of official trustees and many other matters closely connected with these subjects. At the beginning of the year there were 4,145 school districts in existence. During 1919, 155 new school districts were established while fourteen districts were disorganised, leaving at the end of the year a total of 4,286 school districts in existence. Of these, 4,159 operated schools, an even better record than that of 1918, when it was reported that the ratio between the number of schools in operation and the number of districts in existence was the best in the history of the Department. Naturally some time must elapse before a newly organised district can build a school and have it ready for operation and, therefore, some districts which were organised during the year would not be able to commence operation until 1920.

In cases where the number of children of school age in the district is insufficient to warrant the operation of a school the trustees are required to provide for the conveyance of the children to a neighbouring school and to pay for their tuition at this school. Under this plan forty-two school districts provided educational facilities for the children of their districts during 1919. The number of departments in operation during the year was 5,132, an increase of 288 over 1918. This indicates a very healthy growth in the school population and also that the school officials in both the urban and rural districts are providing fairly satisfactorily for the increased number of children of school age.

Seven school districts were established directly under the provisions of section 37 of The School Act. In almost every case the residents had proved unable to carry on the organisation

proceedings, but the number of children in the territory concerned made the establishment of the district necessary.

In the better settled portions of the province as the population gradually increases more school accommodation is required. This may be provided by the erection of more districts but as all the territory is usually included within the boundaries of existing districts the establishment of new school districts causes considerable alterations in boundaries and owing to the opposition aroused in the older established districts the provision of additional accommodation by this method is often very much retarded. If new districts are not established then the old districts must erect more buildings and to do this they often require additional territory, which again means alterations in the boundaries of existing districts with consequent opposition. The third method of providing the additional accommodation required is gradually meeting with most favour and is spoken of as the consolidation of school districts. When all the factors are taken into consideration it is sometimes very difficult to state which method is the most suitable but there is no doubt that in certain portions of the province we have reached the parting of the ways. By proceeding in one direction we shall establish more and smaller districts, each having one school room in operation. Thus the schools will be brought slightly nearer to the homes of the children, but all the weaknesses and disadvantages of the one room school inadequately supported financially will remain. In the other direction we may proceed towards graded schools and the conveyance of children to school and this is undoubtedly the most progressive procedure wherever the expense can be easily borne.

As an indication of the amount of work connected with the alterations of boundaries it may be mentioned that notice of the alteration of the boundaries of every district must be published in *The Saskatchewan Gazette* and during the year 1919, 479 such notices were published.

In certain cases an application for an alteration in the boundaries of a school district must be made to the Minister of Education and the Department has found it very satisfactory to refer the most difficult cases to a board of arbitrators as provided by section 57 of The School Act. Approximately thirty applications were dealt with by this method during the year.

One high school district, Kamsack, was established while three high schools, namely, Estevan, North Battleford and Swift Current, were raised to the rank of collegiate institutes. Thus there were thirteen high schools and ten collegiate institutes at the close of the year.

The names of twenty-two school districts were changed, most of them acquiring by the change names more suited to public institutions existing in a British country than the names by which they were known formerly.

Consolidation of Schools.—What is commonly known as a consolidated school district in this province is merely a large school district with an area of at least thirty-six square miles. In such a district the board of trustees is required by law to provide for the

expense of the conveyance of children of resident ratepayers, residing more than one and one-half miles from the school, to and from school each day. A special grant is paid equivalent to one-third of the actual amount spent for conveyance. Six large school districts were established during the year, while one was disorganised before it had been put into operation, owing to the dissatisfaction existing among the ratepayers of the outlying portions of the district. Because of the erection of these large districts seven other districts were disorganised. The new consolidated districts organised were at Viscount, Colonsay, Markinch, Bridgeford, Conquest and Ardath. Owing to the different conditions existing in the several localities the details of operation in these large districts vary considerably. For example, in the rural areas of the large districts the rate of taxation varies from $4\frac{1}{2}$ to 20 mills on the dollar and in the urban areas from 5 to 33 mills on the dollar, while the average cost of conveyance per pupil for the year varied from \$44 to \$218. The cost of transportation increased much during the year; in some cases as much as \$7 per day being paid for a van route. Most officials are convinced of the advantages of consolidation and it is worthy of note that the average attendance of all these large districts was about ninety per cent. The greatest expenditure was made by the Cupar school district which has an area of fifty-six miles and an enrolment of 284 pupils. The cost of conveyance was \$7,730.75, while the teachers were paid \$5,850. The total grants received by the district during the year were \$3,141.22. The total number of large (consolidated) school districts in existence on December 31, 1919, was twenty-eight.

Free Readers.—The following table shows the number of readers of each class distributed during the past two years:

Year	Phonic Primer	Alexandra Primer	First Reader	Second Reader	Third Reader	Fourth Reader	Total
1918.....	16,751	20,322	16,727	15,705	13,421	10,876	93,802
1919.....	18,240	23,422	19,826	19,015	18,767	16,716	115,986

The most notable increases are in the issues of Third and Fourth Readers, 5,346 in the former and 5,840 in the latter over 1918. This is an indication of a substantial improvement in educational conditions in the province, the figures representing a large number of promotions to the Third, Fourth, Fifth and Sixth Grades. The total increase in the distribution of Free Readers over 1918 is 22,184.

Training and Supply of Teachers.—The number of certificates issued in 1919 was 3,286 as compared with 2,758 in 1918, an increase of 528. The number of provisional certificates issued shows a very considerable decrease. They numbered 539, being 445 less than in 1918, and of these 71 were granted to returned soldiers. The records also show that of the 3,286 certificates issued, 1,992 were granted to teachers trained in Saskatchewan.

The following table shows the average salaries paid to teachers for the years 1918 and 1919 and also classifies the certificates held by teachers employed in the province at any time during these two years:

	Average Salaries								
	First Class		Second Class		Third Class		Provisional		
	Male	F'male	Male	F'male	Male	F'male	Male	F'male	
<i>Urban—</i>									
1918.....	\$1,493	\$1,003	\$1,221	\$ 912	\$1,113	\$ 879	\$1,080	\$ 950	
1919.....	1,634	1,132	1,352	1,020	1,205	962	900	980	
<i>Rural—</i>									
1918.....	1,027	994	1,002	951	989	905	1,027	940	
1919.....	1,185	1,125	1,152	1,074	1,120	1,027	1,148	1,053	
<i>Classification—</i>									Totals
1918.....	217	481	325	2,014	283	1,830	190	722	6,062
1919.....	300	580	457	2,548	328	1,669	184	320	6,386

Examinations.—The total number of candidates for departmental examinations of all classes in 1918 was 8,399 and in 1919, 6,973. The decrease is due to the fact that no departmental examination was held for Third Class, Part I. It is expected that in 1920 the number of departmental examinations will be further reduced by omitting the examination for Third Class, Part II. The number of pupils recommended for promotion by principals of schools under the High School Regulations was 732 in 1918 and 1,001 in 1919. The movement to dispense with the set public examination as a means for determining standing has in recent years received general approval among educationists. Saskatchewan has probably gone farther than any other province in Canada in this direction. The system finds very general acceptance among the teachers of the province and up to the present time, from the point of view of the Department, has operated satisfactorily.

Teachers' Exchange.—The work of the Teachers' Exchange increased to such an extent during the year 1919 that it was found necessary to make an addition of one stenographer to the staff and, for part time, an extra clerk. During the year, 739 teachers were placed, an increase of 475 over 1918. Of these teachers, 427 were placed in English-speaking districts, forty-nine in German districts, six in French districts, thirty-three in Ruthenian districts, two in Indian schools and 224 in districts of mixed nationalities. Twenty-one teachers were placed as principals in town and village districts. Five hundred and sixty-six were placed in rural districts within fifteen miles of the railway, sixty-eight in schools between fifteen and twenty-five miles from the railway and thirty-four in rural schools over twenty-five miles from the railway. The actual placing of teachers represented only about half the work

done by the Exchange, the remainder of the time being taken up with correspondence leading to the encouraging of boards of trustees to take better care of their teachers, to provide satisfactory accommodation and offer sufficient remuneration.

Inspection of Schools.—Four new inspectorates were organised in 1919 at Turtleford, Mortlach, Kerrobert and Vidora and the following inspectors appointed: L. Charbonneau, B.A., G. D. Robertson, B.A., Robt. Weir, B.A., F. W. Rowan, B.A., B. W. Wallace, W. J. Small, B.A., and C. A. Scarrow, B.A. B. W. Wallace was assigned to the Yorkton Inspectorate, a position made vacant by the appointment of Dr. J. T. M. Anderson as Director of Education among New Canadians. W. J. Small took over the Biggar Inspectorate in the place of R. W. Asselstine, B.A., appointed to the staff of the Normal School at Saskatoon, and on the resignation of J. J. Stapleton, M.A., C. A. Scarrow was made inspector at Kincaid. These appointments brought the total number of inspectors of schools to forty-five, as compared with five covering the same territory in 1905.

Notwithstanding interference with inspection due to the large number of inspectors engaged in Normal School work in the earlier part of the year and to the early approach of winter, 1919 was a very good year for the inspection of schools. The number of schools inspected was 3,894 and the total number of inspections made, 6,974. These figures represent an average of 86.53 schools inspected and an average of 154.75 inspections per inspector. Assistance was given in the inspection of schools by the following members of the Normal School staffs: R. W. Asselstine, J. H. Hedley, J. S. Huff, J. H. McKechnie, F. M. Quance and A. S. Rose.

School Attendance.—The following is a comparative table for 1918 and 1919 showing in statistical form the operation of The School Attendance Act.

	Town and city school districts		Rural and village school districts	
	1918	1919	1918	1919
Cases of truancy.....	225	269	16	None
Number of convictions.....	88	17	874	1,871

Total number of warning notices issued,	1918	5,241
" " " " " "	1919	13,326

The percentage of attendance for the year is 62.02. This figure does not accurately represent the conditions of attendance which are in reality very satisfactory. The figure is considerably lowered, for example, by the enrolment of the same pupils in two or more schools during the year. The reports of inspectors of schools and calculations made on other bases indicate that the average attendance for the province is approximately 77% of

the enrolment. A movement is under way for the Departments of Education in the various provinces to adopt a uniform system of statistics. A change in the method of finding the percentage of attendance will probably come into effect in 1921. In this event the figures given for the percentage of attendance throughout the Dominion will be based on similar sets of statistical facts and will be properly comparable.

Plans of School Houses.—A statement from the Provincial Architect contains the following information. Districts to the number of 182 were supplied with school plans in 1919, twenty-five districts were supplied with plans for teachers' residences, 153 plans for alterations were approved, seven inspections were made at the request of boards of trustees in connection with new buildings or alterations. In twenty-two cases the Provincial Architect was unable to give his approval of the plans submitted.

Exhibitions and Conventions.—School exhibitions to the number of 207 were held in 1919, an increase of 32 over 1918. Judges for exhibitions were supplied from the Department of Education, the Department of Agriculture, the Extension Department of the University of Saskatchewan, the Normal Schools and by some of the Collegiate Institutes. The majority of the judges gave lectures or addresses at the school exhibitions.

Rural Education Associations.—At the close of 1919, 116 rural education associations were in operation, an increase of thirty-three over 1918. Three inspectorates, namely, Elbow, Milestone and Humboldt, were completely organised in 1919 into rural education groups.

School Agriculture.—Boys' and girls' clubs have developed relatively faster than any other phase of school agriculture work. Short courses in school agriculture, school gardening, nature study, etc., were given at the Third Class Normal School sessions at Estevan, Weyburn, Moosomin, Yorkton, Prince Albert and Saskatoon and a discussion of school exhibition work was held with First and Second Class students at Saskatoon and Regina.

The development of the rural education association with its varied activities, particularly the school exhibition, made the appointment of Mr. F. W. Bates, B.A., M.Sc., as Director of Rural Education Associations and School Fairs, a necessity and this appointment was made to take effect on January 1, 1919.

Great use was made of the Better Farming Train in connection with educational work, 11,670 children from 388 schools being in attendance, together with 327 teachers.

Special mention should be made of a special short course in agriculture conducted in Moosomin by A. M. McDermott, B.S.A., in co-operation with the Collegiate Institute. Twenty-seven students were in attendance, their ages ranging from fourteen to fifty-seven. In addition to the various phases of agriculture the students received instruction in the use of business forms, literature,

economics, composition, writing, public speaking, arithmetic and physical training. The work was thoroughly practical, neighbouring farms being visited for stock judging, etc. As a result of lectures given by Mrs. Feeny, school nurse, fifteen members of the class obtained First Aid certificates. A detailed description of this experiment in education is contained subsequently in this report.

Household Science.—In the month of September a year's leave of absence was granted to Miss F. A. Twiss, Director of Household Science, to enable her to continue her studies at Columbia University, New York, and Miss Isabel Shaw was appointed Acting Director. Miss Hiltz and Miss Neelands resigned in June, their places being taken by Miss Jean F. Flatt and Miss Margaret McColl, the appointments being made on September 1st. Short courses were given at Estevan, Melfort, Herbert, Watrous, Grenfell, Rosthern, Cabri, Griffin, Moosomin, Indian Head, Unity, Leader, Oxbow, North Battleford, Wilkie and at the Summer School for teachers at Saskatoon. The ultimate purpose of such short courses is to familiarise citizens and school authorities with the value of this phase of education with a view to the appointment of teachers on the staffs of the large centres qualified to teach a certain amount of the household science course or, in case a district does not require the full services of a teacher in household science, to join one or more districts in the employment of an itinerant teacher. Short courses also stimulate attention to such matters as the provision of the hot lunch in rural schools.

School Hygiene.—The work in school hygiene made very rapid progress in 1919 and the following were appointed on the staff in this branch: Miss Cassie Willoughby, Mrs. E. L. Shaw, Miss M. Russell, Miss Jean Urquhart, Miss Olive Fuller, Miss Gertrude Kilburn and Miss Ruby Simpson. During 1919, 548 schools were visited by our school nurses and 14,926 pupils inspected. Surprisingly few children were found free from any defect. The homes of children were visited in 325 cases. Sixty meetings were addressed and fifty school fairs attended. A course in health education was included in the curriculum of the Summer School for teachers at the University.

Cadet Organisation.—The number of cadets in the province at the end of the cadet year, *i.e.*, August 31, 1919, was 3,165. Efficiency prizes were awarded by the local committee of the Strathcona Trust for Saskatchewan to the following fifteen cadet corps in order of merit:

SENIORS.—

- Saskatoon Collegiate Institute C.C. No. 328.
- Prince Albert High School C.C. No. 390.
- Regina Collegiate Institute C.C. No. 155.
- Moose Jaw Collegiate Institute C.C. No. 120.
- Melville High School C.C. No. 464.

JUNIORS.—

“E” Christ Church C.C. Saskatoon No. 25.
Moose Jaw Public Schools C.C. No. 422.
Regina Public Schools C.C. No. 321.
Prince Albert Public Schools C.C. No. 459.
North Battleford (King’s) C.C. No. 652.
Maple Creek C.C. No. 463.
Rosetown C.C. No. 504.
Lloydminster C.C. No. 172.
Arcola C.C. No. 519.
Rouleau C.C. No. 472.

New corps were organised at Turtleford, Colonsay, Carlyle, Fleming, Conquest, Unity, Luseland, Kerrobert, Saskatoon (Separate Schools), Wolseley, Kisbey and Davidson.

Cadet camps were held by the following corps: Maple Creek No. 463; Rosthern No. 462; Lloydminster No. 172; St. Barnabas Mission No. 764; St. George’s Church, “G” Coy, Saskatoon, No. 25; Christ Church, “E” Coy, Saskatoon, No. 25; Regina Separate Schools C. C. Nos. 755, 593 and 754; Arcola No. 519; Stoughton No. 230; Biggar No. 586 and Macklin No. 582.

Cadets from the following corps attended Boy Scout camps in 1919: Melville No. 464, Lebret No. 343, Qu’Appelle No. 669, Grenfell No. 143 and Regina Public Schools No. 321.

Seventeen corps were not active in 1919 but six of these were undergoing re-organisation at the end of the year.

In the silver medal rifle shooting competition, the Regina Collegiate Institute Cadet Corps, No. 155, with a score of 342 out of a possible 350, were the winners among the senior cadet corps of the province. The silver medal will be awarded to one of the following cadets, each of whom obtained the possible score of 35: J. O. Mollard, H. J. French, H. Vernon, W. A. Wood and H. Wright.

The competition among the junior corps was won by the Big River Cadet Corps No. 606 with a score of 290. The silver medal will be presented either to Florian Durand or to Elmer Kennedy, both having obtained the highest score of their team, namely, 32.

Inspection of Secondary Schools.—The rapid increase in the number of departments in our High Schools and Collegiate Institutes and the necessity for more frequent inspection of this phase of public educational work made the appointment of an Inspector of High Schools desirable. J. A. Snell, M.A., LL.D., for some years Principal of the Normal School at Saskatoon, was selected for this work, his place in the Normal School being taken by Geo. M. Weir, M.A., D.Paed.

NEW LEGISLATION.

The Technical Education Act.—A distinct advance was made in education by the introduction at the session of the Legislative Assembly which began November 27, 1919, of The Technical Education Act. This Act provides for day schools either having an independent organisation or constituted as a department of an existing educational institution for the purpose of training adolescents in industrial pursuits and for the duties of citizenship and for evening schools in which adolescents and adults might receive instruction in the various occupations. The establishment and management of such schools is placed in the hands of a vocational education committee appointed annually wherever such schools are instituted. This committee is composed of ten members, four nominated by the board of trustees—three being members thereof—three employers of labour nominated by the local civic council and three employees nominated by such local organisation as the board of trustees may determine. It is provided that the members of this committee be British subjects and resident rate-payers of the school district. The Act sets forth the powers of the committee and the method of its operation and provides for the apportionment by the Minister of any moneys available for the support of technical and vocational education under such regulations as may be approved by the Lieutenant Governor in Council.

The Education of Soldiers' Dependent Children Act.—Generous provision was also made at the session mentioned above for the education of the children of deceased or disabled soldiers. Assistance is given to such when they have reached the age of sixteen years and have passed the Grade VIII examination or its equivalent and may be continued for a period of three years or until the child has obtained Junior Matriculation standing. The limit of assistance is \$240 for the scholastic year of ten months. The administration of this Act is placed in the hands of a commission consisting of the Deputy Minister of Education as chairman, a person nominated annually by the Minister of Education and a person nominated annually by the executive committee of the Saskatchewan Command of the Great War Veterans Association.

An Act for the Creation of Scholarships for Canadian Students in Paris.—Under this Act the Lieutenant Governor in Council is authorised to grant annually three scholarships of \$1,200 each to such students or teachers, usually resident in Saskatchewan, as he may designate, for the purpose of assisting them to follow postgraduate courses of study in the city of Paris. Such scholarships shall be granted on such terms and conditions and under such regulations as may be prescribed by the Lieutenant Governor in Council. This Act is really the outcome of representations made by the general commissioner for Canada in Paris that the best war memorial to be raised in honour of Canadian soldiers who fell in France and Flanders would be the creation of a permanent home in the capital of France for Canadian students.

For the furtherance of this object it was necessary that scholarships be established by the various provinces of the Dominion as their annual contribution to the proposed foundation.

The staff of the department has grown very rapidly in recent years. The inside staff at the close of the year numbered 78 and the outside staff (normal schools, inspectors and officials serving on the extension staffs in school agriculture, household science and school hygiene) numbered 77. These figures at the time you began your administration of the department were respectively 49 and 47. Departmental work, in order to economise time and labour and give prompt and effective service, is distributed in branches or sections each in charge of a head. Notwithstanding the rapid development of the system and the multiplication of officials most effective co-ordination in the work and co-operation of the staffs has uniformly prevailed and I wish to pay a tribute to the members thereof for their good service in the cause of public education.

I have the honour to be, Sir,

Your obedient servant,

AUGUSTUS H. BALL,
Deputy Minister.

PART I

STATISTICAL TABLES.
PUBLIC AND SEPARATE SCHOOLS.

General Summary.

Number of school districts in existence December 31, 1918.....	4,145	
Number of school districts erected during 1919.....	155	
Number of school districts disorganised during 1919	14	
Number of school districts in existence Deccmber 31, 1919.....	4,286	
Number of school districts having schools in operation.....	4,159	
Number of departments in operation.....	5,132	
Number of pupils enrolled.....	159,468	
Average attendance of pupils.....	96,206	
Percentage of attendance.....	62.02	
Number of pupils enrolled in:		
Rural schools.....	93,943	
Village schools.....	26,555	
Town schools.....	18,421	
City schools.....	20,549	
		159,468
Average daily attendance of pupils in		
Rural schools.....	55,854	
Village schools.....	15,537	
Town schools.....	11,440	
City schools.....	13,375	
		96,206
Number of teachers employed during the year:		
Male.....	1,269	
Female.....	5,117	
		6,386

Comparative Summary.

	1918	1919
Number of districts in existence December 31.....	4,145	4,286
Number of districts in operation.....	3,941	4,159
Number of departments in operation.....	4,844	5,132
Number of pupils enrolled.....	147,232	159,468
Average attendance of pupils.....	88,883	96,206
Percentage of attendance.....	60.37	62.02
School debentures authorised.....	\$521,770	\$1,581,770
School debentures registered.....	609,150	1,461,695

School Districts.

	Public schools	Roman Catholic separate schools	Protes- tant separate schools	Total
Number of school districts in existence December 31, 1918.....	4,126	15	4	4,145
Districts erected 1919.....	154	1	..	155
Districts disorganised 1919.....	14	..	..	14
Districts in existence December 31, 1919..	4,266	16	4	4,286

Comparative Statement of Rural Schools.

	1917	1918	1919
Number of pupils enrolled.....	81,829	87,739	93,943
Boys.....	42,878	45,802	49,161
Girls.....	38,951	41,937	44,782
Aggregate attendance of pupils.....	8,062,812	7,856,103	9,961,760
Average daily attendance.....	47,858	52,860	55,854
Percentage of attendance.....	58.48	60.25	62.75
Average number of days in school year....	163	150	169
Average enrolment in each department....	25	25	26

Comparative Statement of Village, Town and City Schools.

	1917	1918	1919
Number of pupils enrolled.....	56,902	59,493	65,525
Boys.....	28,368	29,561	32,845
Girls.....	28,534	29,932	32,680
Aggregate attendance of pupils.....	6,857,170	6,020,240	8,011,205
Average daily attendance.....	38,718	36,023	40,352
Percentage of attendance.....	68.04	60.55	61.13
Average number of days in school year....	200	177	200
Average enrolment in each department....	48	44	42

Attendance of Pupils (All Schools).

	1917	1918	1919
Number of pupils attending during school year.....	138,731	147,232	159,468
Boys.....	71,246	75,363	82,006
Girls.....	67,485	71,869	77,462
Total aggregate attendance for first term...	7,345,414	8,298,671	9,415,010
Total aggregate attendance for second term	7,574,569	5,577,672	8,557,955
Total aggregate attendance for the year....	14,919,983	13,876,343	17,972,965
Average daily attendance for the year....	86,575	88,883	96,206
Percentage of attendance for year.....	62.40	60.37	62.02

Classification.

Grades and classes	Rural schools		Village, town and city schools	
	1918	1919	1918	1919
Grade I	30,785	30,891	16,536	18,565
Grade II	11,612	12,357	7,156	7,663
Grade III	12,841	13,816	7,292	8,196
Grade IV	12,163	13,482	7,779	7,841
Grade V	7,806	8,930	6,093	6,441
Grade VI	5,359	6,076	4,544	5,255
Grade VII	3,009	3,601	3,173	3,596
Grade VIII	3,531	4,066	4,158	4,443
*Junior Form	571	683	2,164	2,646
*Middle Form	59	39	558	771
*Senior Form	3	2	40	108
Totals	87,739	93,943	59,493	65,525

*These figures do not include the number of students registered as pupils of High Schools and Collegiate Institutes.

Classification (All Schools).

Grades and classes	1918	Per cent. of enrolment	1919	Per cent. of enrolment
Grade I	47,321	32.14	49,456	31.01
Grade II	18,768	12.81	20,020	12.55
Grade III	20,133	13.65	22,012	13.83
Grade IV	19,942	13.54	21,323	13.38
Grade V	13,899	9.44	15,371	9.64
Grade VI	9,903	6.72	11,331	7.10
Grade VII	6,182	4.19	7,197	4.52
Grade VIII	7,689	5.22	8,509	5.33
*Junior Form	2,735	1.85	3,329	2.08
*Middle Form	617	.41	810	.50
*Senior Form	43	.03	110	.06
Totals	147,232	100.00	159,468	100.00

*These figures do not include the number of students registered as pupils of High Schools and Collegiate Institutes.

Comparative Statement of the Classification of Pupils in the First Eight Grades in Rural, Village, Town and City Schools.

Grades	1918										1919									
	Rural		Village		Town		City		Total		Rural		Village		Town		City		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I.....	30,785	35.34	7,437	31.96	3,880	26.27	5,219	27.93	47,321	32.90	30,891	32.89	7,722	29.18	4,485	24.34	6,358	30.94	49,456	31.86
II.....	11,612	13.33	2,817	12.10	1,943	13.15	2,396	12.82	18,768	13.05	12,357	13.15	3,042	12.55	2,188	11.84	2,433	11.84	20,020	12.90
III.....	12,841	14.74	3,059	13.15	1,979	13.40	2,254	12.06	20,133	14.00	13,816	14.91	3,281	13.42	2,311	12.49	2,604	12.67	22,012	14.18
IV.....	12,163	13.97	3,138	13.48	2,021	13.68	2,620	14.02	19,942	13.87	13,482	14.55	3,200	12.05	2,179	11.82	2,462	11.98	21,323	13.73
V.....	7,806	8.97	2,322	9.98	1,619	10.96	2,152	11.52	13,899	9.66	8,930	9.56	2,490	10.47	1,784	9.63	2,167	10.54	15,371	9.90
VI.....	5,359	6.15	1,785	7.67	1,368	9.26	1,391	7.44	9,903	6.88	6,076	6.57	2,103	8.92	1,530	18.31	1,622	7.89	11,331	7.30
VII.....	3,009	3.45	1,064	4.57	896	6.07	1,213	6.49	6,182	4.30	3,601	3.84	1,282	5.83	937	5.08	1,377	6.71	7,197	4.64
VIII....	3,531	4.05	1,651	7.09	1,065	7.21	1,442	7.72	7,689	5.34	4,066	4.53	1,667	7.58	1,250	6.49	1,526	7.43	8,509	5.49
Total..	87,106		23,273		14,771		18,687		143,837		93,219		24,787		16,664		20,549		155,219	

*Comparative Statement of Receipts and Expenditures.
(All Elementary Schools)*

Year	Receipts	Expenditures
1905.	\$1,004,470.00	\$1,002,875.63
1906.	1,465,360.80	1,448,914.69
1907.	1,957,472.22	2,000,675.26
1908.	2,783,153.35	2,672,372.99
1909.	3,192,271.09	3,032,998.74
1910.	3,672,582.12	3,645,428.43
1911.	4,029,791.57	3,989,036.28
1912.	6,030,613.07	5,931,843.83
1913.	8,360,421.89	8,327,178.79
1914.	8,536,576.95	8,588,461.61
1915.	8,428,492.88	8,163,896.62
1916.	9,312,694.32	9,211,389.76
1917.	10,271,728.48	10,117,917.46
1918.	9,177,390.05	9,220,977.54
1919.	11,494,164.14	11,433,258.46

Comparative Statement of Assets and Liabilities of all Schools.

Assets	1918	1919
Cash on hand.....	\$ 1,111,214.64	\$ 1,239,866.30
Estimated value of lands and buildings.....	15,057,227.05	18,041,582.27
Other assets.....	4,240,117.37	3,280,028.18
Totals.....	\$20,408,619.06	\$22,561,476.75
Liabilities	1918	1919
Debenture indebtedness.....	\$ 8,334,122.55	\$ 8,962,374.94
Other liabilities.....	2,161,519.72	2,793,875.76
Excess of assets over liabilities.....	9,912,976.79	10,805,226.05
Totals.....	\$20,408,619.06	\$22,561,476.75

Comparative Statement of Assets and Liabilities of Rural Schools.

Assets	1918	1919
Cash on hand.....	\$ 831,681.46	\$ 869,323.53
Estimated value of lands and buildings.....	5,438,157.55	7,948,387.86
Other assets.....	917,232.02	990,706.84
Totals.....	\$7,187,071.03	\$9,808,418.23
Liabilities	1918	1919
Debenture indebtedness.....	\$2,204,298.74	\$2,427,824.65
Other liabilities.....	371,527.23	400,252.24
Excess of assets over liabilities.....	4,611,245.06	6,980,341.34
Totals.....	\$7,187,071.03	\$9,808,418.23

*Comparative Statement of Assets and Liabilities of Village, Town
and City Schools.*

Assets	1918	1919
Cash on hand.....	\$ 279,533.18	\$ 370,542.77
Estimated value of lands and buildings.....	9,619,069.50	10,093,194.41
Other assets.....	2,491,263.89	2,289,321.34
Totals.....	\$12,389,866.57	\$12,753,058.52
Liabilities	1918	1919
Debenture indebtedness.....	\$6,129,823.81	\$6,534,550.29
Other liabilities.....	1,789,992.49	2,393,623.52
Excess of assets over liabilities.....	4,470,050.27	3,824,884.71
Totals.....	\$12,389,866.57	\$12,753,058.52

Comparative Financial Statement of all School Districts.

Receipts	1918	1919
Cash on hand January 1	\$1,154,802.13	\$1,114,455.81
Proceeds of taxes.....	5,618,191.91	7,121,046.34
Government grants.....	1,162,490.38	1,255,094.19
Proceeds of debentures.....	455,776.92	1,105,601.73
Borrowed by note.....	1,735,896.32	1,845,266.16
Other sources.....	138,563.04	167,155.72
Debit balance December 31	66,471.48	64,504.81
Totals.....	\$10,332,192.18	\$12,673,124.76
Expenditures	1918	1919
Teachers' salaries.....	\$3,831,942.04	\$4,813,000.42
Paid on debentures.....	1,020,573.94	809,998.50
Paid on notes, including interest.....	1,588,994.58	1,737,891.07
School buildings.....	845,974.36	1,369,833.16
School grounds.....	144,335.35	176,789.35
Furniture and equipment.....	182,836.43	235,670.39
Library.....	42,818.79	53,433.16
Other expenditures.....	1,526,499.40	2,173,466.94
Debit balance January 1	37,002.65	63,175.47
Cash on hand December 31	1,111,214.64	1,239,866.30
Totals.....	\$10,332,192.18	\$12,673,124.76

Comparative Financial Statement of Rural Schools.

Receipts	1918	1919
Cash on hand January 1	\$ 891,142.85	\$ 837,091.15
Proceeds of taxes	3,251,814.35	4,099,940.76
Government grants	944,507.15	1,006,111.95
Proceeds of debentures	310,359.79	471,174.47
Borrowed by note	86,296.40	145,003.22
Other sources	57,617.15	60,252.11
Debit balance December 31	23,412.81	29,217.43
Totals	\$5,565,150.50	\$6,648,791.09
Expenditures	1918	1919
Teachers' salaries	\$2,530,411.69	\$3,179,025.99
Paid on debentures	490,882.18	449,615.20
Paid on notes, including interest	101,672.12	140,917.67
School buildings	574,809.68	680,468.92
School grounds	117,398.89	132,300.71
Furniture and equipment	136,014.08	157,500.98
Library	32,563.33	40,774.91
Other expenditures	735,882.15	976,364.95
Debit balance January 1, 1919	13,834.92	22,498.23
Cash on hand December 31, 1919	831,681.46	869,323.53
Totals	\$5,565,150.50	\$6,648,791.09

Comparative Financial Statement of Village, Town and City Schools.

Receipts	1918	1919
Cash on hand January 1	\$ 263,659.28	\$ 277,364.66
Proceeds of taxes	2,366,377.56	3,021,105.58
Government grants	217,983.23	248,982.24
Proceeds of debentures	145,417.13	634,427.26
Borrowed by note	1,649,599.92	1,700,262.94
Other sources	80,945.89	106,903.61
Debit balance December 31, 1919	43,058.67	35,287.38
Totals	\$4,767,041.68	\$6,024,333.67
Expenditures	1918	1919
Teachers' salaries	\$1,301,530.35	\$1,633,974.43
Paid on debentures	529,691.76	360,383.30
Paid on notes, including interest	1,487,322.46	1,596,973.40
School buildings	271,164.68	689,364.24
School grounds	26,936.46	44,488.64
Furniture and equipment	46,822.35	78,169.41
Library	10,255.46	12,658.25
Other expenditures	790,617.25	1,197,101.99
Debit balance January 1, 1919	23,167.73	40,677.24
Cash on hand December 31, 1919	279,533.18	370,542.77
Totals	\$4,767,041.68	\$6,024,333.67

Debenture Loans—Comparative Statement, 1918 and 1919.

	1918		1919	
	Districts	Amounts	Districts	Amounts
Debentures authorised	212	\$521,770.00	293	\$1,581,770.00
Debentures registered	197	609,150.00	277	1,461,695.26

Debenture Loans Authorised—\$5,000 and over.

SCHOOL DISTRICT	No.	AMOUNT
Waldheim Village	2546	\$18,000
Wolseley	25	7,500
Battleford	71	50,000
Dinsmore	2349	10,000
Norquay Village	1884	9,000
St. Brieux	1463	6,500
Silver Hills	2393	10,000
Rosthern	474	35,000
Theodore	253	19,500
Bethune	1498	10,000
Bulyea	1215	10,000
Goodeve	2697	10,000
Glenavon	2446	10,000
Viscount	2086	28,000
Ernfold	2600	10,500
Asquith	1768	9,000
Hubbard	1513	6,000
Kelliher	2254	13,500
Ellerslie	2662	10,000
Webb	2514	10,000
Wawota	14	12,000
Freeman	634	10,000
Doddsland	3952	11,500
Sunny Plain	1443	11,000
Katepwe	116	5,700
Parkside	1445	10,000
Southey	1617	12,500
Glenhill	2581	13,000
Regina	4	139,000
Maidstone	1528	14,000
Anemone	541	5,000
Edenwold	101	8,500
Simpson Village	1359	20,000
Riverhurst	3836	6,000
Markinch	1880	22,500
Melfort	1037	25,000
Perdue	1852	19,000
Pembroke	4115	10,000
Springside	1148	20,000
Central Butte	2033	20,000
Cantire	4220	5,000
Passchendaele	4084	9,000
Saskatoon	13	175,000
Lewiswyn	3272	5,000
Davidson	888	18,000
Souris Flat	4226	5,000

Separate School Districts.

Name	Number	Location	Year of organisation	Year of disorganisation	Year school was put in operation	Date of erection of additional buildings
St. Mark's.....	1	Marquis.....	1912	.....	1915	.....
St. Andrew's.....	2	Benbecula.....	1886	1915	Prior to 1905	.....
St. Mary's.....	3	Earlwood.....	1887	1915	" " "	.....
Grayson.....	4	Grayson.....	1913	.....	1914	.....
St. Margaret.....	4	Tp. 14, Rge. 32w1.....	1887	1894	Prior to 1905	.....
St. Henry's.....	5	Melville.....	1913	.....	1914	.....
St. Peter's.....	5	Tp. 15, Rge. 1w2.....	1887	1911	Prior to 1905	.....
Prince Albert.....	6	Prince Albert.....	1887	.....	" " "	.....
Mathieu.....	7	Lafleche.....	1916	.....	1916	.....
St. Charles.....	8	Courval.....	1916	.....	1916	.....
Edam.....	9	Edam.....	1919	.....	1919	.....
St. Alexander.....	10	Tp. 18, Rge. 14w2.....	1889	.....	Prior to 1905	.....
St. Patrick.....	11	Tp. 48, Rge. 25w2.....	1889	1911	" " "	.....
Graton.....	13	Regina.....	1889	.....	" " "	One in 1913, one in 1914
St. Ann's.....	14	Wolseley.....	1906	.....	1906	.....
Humboldt.....	15	Humboldt.....	1907	.....	1907	.....
North Battleford.....	16	North Battleford.....	1907	.....	1907	.....
Weissenberg.....	17	Lemberg.....	1907	.....	1907	.....
Vonda.....	18	Vonda.....	1909	.....	1909	.....
Sacred Heart.....	19	Watson.....	1910	.....	1910	.....
St. Paul's.....	20	Saskatoon.....	1911	.....	1912	One in 1914.
St. Pius.....	21	Windthorst.....	1912	1918	1913	.....
St. Agnes.....	22	Moose Jaw.....	1912	.....	1913	.....
Forget.....	1	Forget.....	1914	.....	1915	.....
Koln.....	138	Tps. 18, 19a and 19, Rges. 1 and 2w2.....	1890	.....	Prior to 1905.....	.....
Duck Lake.....	187	Duck Lake.....	1890	.....	" " "	.....
Storhoaks.....	2	Storhoaks.....	1918	.....	.....	.....

R.C.S.—Roman Catholic Separate.
P.S.—Protestant Separate

Comparative Statement of Public and Separate School Districts.

	Sept. 1 1905	Dec. 31 1905	Dec. 31 1915	Dec. 31 1916	Dec. 31 1917	Dec. 31 1918	Dec. 31 1919
<i>Number of school districts in exist- ence—</i>							
Public	885	931	3,685	3,859	4,004	4,126	4,266
Roman Catholic Separate	7	7	14	16	16	15	16
Protestant Separate	2	2	3	3	3	4	4
Total number of separate school districts in existence	9	9	17	19	19	19	20
Total number of school districts in existence	894	940	3,702	3,878	4,023	4,145	4,286

1919 REPORT ON CONSOLIDATED SCHOOLS.

District	No.	Date of establishment	Area in square miles	Assessment		Rate of taxation		Total cost of operating conveyances	Average cost of conveyance per pupil	Average cost per pupil enrolled	Annual debenture payment	Teachers' salaries	Secretary's salary	Average wage of van driver per day	Initial cost of vans	Total expenditure	Government grants			
				Rural	Village or town	Rural	Village or town										Regular grants	Conveyance grants	Year 1918 supplementary grants	Total grants
D'Arcy.....	3016	May 23, 1913	49½	{ \$339,744. 00 197,436. 00	{ included in rural	mills 8 and 9	mills 8	\$3,610. 05	\$ 58. 25	\$ 96. 70	\$ 662. 03	\$2,047. 39	\$100. 00	\$3. 90	{ 2 @ \$250. 00 & 3 Fords \$225. 00	\$6,866. 89	\$331. 80	\$1,185. 62	\$415. 42	\$1,932. 84
Portreeve.....	3028	June 9, 1913	45	662,552. 00	71,966. 00	8	17	4,069. 94	113. 05	152. 25	616. 19	2,099. 30	75. 00	3. 93		7,918. 52	333. 60	1,286. 21	.....	1,619. 81
Aneroid.....	2704	June 27, 1913	50	{ 526,986. 00 20,400. 00	286,689. 50	19	12. 4	5,663. 50	217. 80	122. 80	1,274. 85	4,500. 00	125. 00	5. 00	250. 00	14,857. 45	766. 10	1,499. 24	.....	2,265. 34
Flaxcombe.....	488	July 5, 1913	49¾	553,420. 00	52,737. 00	9. 5	11	3,382. 26	116. 63	107. 00	742. 00	2,029. 30	100. 00	3. 85	150. 00	7,484. 93	328. 05	1,127. 42	.....	1,455. 47
Trossachs.....	1077	Sept. 19, 1913	38½	256,200. 00	.....	12	..	2,398. 20	74. 94	66 95	nil	2,003. 07	85. 00	4. 16	150. 00	4,753. 94	337. 60	799. 41	415. 42	1,552. 43
Cupar.....	972	Oct. 17, 1913	56	946,100. 00	345,914. 00	13	11	7,730. 75	69. 02	111. 69	1,582. 62	5,850. 00	300. 00	4. 87	{ 4 @ \$300. 00 4 @ \$250. 00	20,216. 57	910. 00	2,231. 22	.....	3,141. 22
Minor Lake.....	1370	Oct. 21, 1913	43	73,600. 00	.....	4. 5	..	1,087. 00	90. 58	204. 14	356. 00	885. 00	50. 00	2. 66	none	2,857. 99	113. 70	340. 17	397. 08	850. 95
Lemsford.....	2856	Nov. 20, 1913	49½	630,859. 00	72,309. 00	7	11	3,686. 25	92. 15	157. 40	615. 20	2,292. 30	100. 00	4. 70	using cars	10,075. 16	285. 23	1,227. 10	.....	1,512. 33
Hughton.....	2496	June 12, 1914	50	711,890. 00	116,365. 00	6. 5	6. 5	1,068. 80	66. 80	140. 30	280. 00	2,206. 70	50. 00	10c mile	none	6,875. 84	329. 41	357. 41	.....	686. 82
Cabri.....	1326	Aug. 18, 1915	48	{ 428,000. 00 150,000. 00	531,173. 00	{ 12. 2 9. 1	20	5,617. 50	76. 95	136. 90	940. 00	6,564. 55	150. 00	6. 68	{ 4 vans \$975. 00	18,979. 38	966. 08	1,695. 67	.....	2,691. 75
Shackleton.....	1288	Feb. 5, 1916	42¼	47,560. 00	66,519. 00	10. 5	11	3,170. 52	81. 30	110. 50	792. 73	1,868. 85	40. 00	6. 08	255. 00	9,729. 98	429. 65	1,056. 84	420. 83	1,907. 32
Hoosier.....	1145	Mar. 29, 1916	50	599,815. 00	.....	{ 12. 5 11. 7 13. 0 }	3R.M's	3,862. 58	75. 74	164. 00	967. 70	2,312. 69	240. 00	3. 60	155. 00	10,353. 55	370. 00	1,286. 69	420. 42	2,077. 11
Milden.....	382	June 12, 1916	42	606,520. 00	157,525. 00	8	10	2,814. 00	70. 00	102. 50	749. 00	2,828. 00	100. 00	2. 95	{ 5 vans \$525. 00	7,981. 90	296. 25	938. 01	.....	1,234. 26
Fertile.....	235	June 19, 1916	47	321,430. 00	.....	9. 1	..	1,898. 25	44. 12	100. 12	626. 08	1,025. 00	20. 00	2. 75	125. 00	4,405. 40	158. 22	687. 42	414. 17	1,259. 81
Sceptre.....	3678	Feb. 22, 1917	39½	528,500. 00	214,385. 00	6. 9	12	4,192. 60	174. 69	124. 00	1,103. 98	2,369. 50	150. 00	4. 83	245. 00	10,416. 57	359. 60	1,105. 25	.....	1,464. 85
Gavrelle.....	3910	June 20, 1917	47½	392,000. 00	.....	7	..	1,981. 85	79. 24	167. 38	796. 66	810. 00	23. 00	5. 75	.....	4,352. 03	187. 75	637. 37	392. 91	1,218. 03
Duval.....	2864	Aug. 6, 1917	43¾	{ 95,800. 00 489,660. 00	113,885. 00	12	11	5,927. 27	95. 60	116. 00	350. 00	2,450. 75	150. 00	6. 31	{ 4 vans \$1,110. 00	11,254. 22	336. 00	1,969. 39	.....	2,305. 39
Dinsmore.....	2349	Dec. 14, 1917	47	{ 621,600. 00 85,200. 00	186,120. 00	4. 5	5	1,484. 65	49. 48	90. 69	368. 80	2,339. 97	100. 00	3. 50	350. 00	5,351. 08	329. 86	478. 04	.....	807. 90
Tantallon.....	949	Feb. 27, 1918	56½	442,841. 00	94,025. 00	{ 16. 5 21. 0	10. 75	5,353. 00	50. 50	98. 30	1,800. 00	4,267. 67	100. 00	4. 70	{ 6 vans \$1,200. 00	13,863. 67	1,050. 80	1,762. 09	.....	2,812. 89
Griffin.....	2488	May 21, 1918	76½	982,828. 00	124,000. 00	8. 8	14. 1	6,447. 05	161. 15	144. 00	914. 95	3,297. 20	125. 00	6. 10	315. 00	19,383. 36	647. 00	1,944. 61	.....	2,591. 61
Paynton.....	1417	June 28, 1918	73½	566,629. 00	43,350. 00	19	33	6,731. 00	100. 46	54. 75	nil	3,200. 00	.....	4. 20	{ 8 vans \$1,507. 50	10,891. 50	499. 23	2,228. 17	.....	2,727. 40
Kincora.....	2726	Oct. 9, 1918	66	632,994. 00	39,671. 00	7. 66	7. 66	3,860. 00	183. 81	175. 91	200. 00	1,100. 00	75. 00	5. 50	.....	6,332. 75	160. 95	1,286. 67	416. 66	1,864. 28
Viscount.....	2086	Mar. 19, 1919	63	{ 466,100. 00 270,600. 00	185,870. 00	11	12	1,772. 25	33. 43	57. 66	629. 80	3,908. 00	200. 00	3. 00	Including car \$6,143. 70	7,842. 88	639. 86	542. 64	.....	1,182. 50
Colonsay.....	2152	Mar. 19, 1919..	44	596,620. 00	139,765. 00	10	10	3,121. 65	57. 80	138. 25	980. 00	2,005. 25	100. 00	\$76. 60 mo.	416. 00	12,166. 74	269. 70	662. 40	.....	932. 10
Markinch.....	1880	July 29, 1919	40¼	not operated	as consolidated	during	1919													
Bridgeford.....	1649	Aug. 20, 1919	40½	not operated	as consolidated	during	1919													
Conquest.....	3139	Sept. 25, 1919	44½	not operated	as consolidated	during	1919													
Ardath.....	2863	Sept. 25, 1919	55¾	not operated	as consolidated	during	1919													

Number of large school districts in existence December 31, 1918..... 23

Number of large school districts formed 1919..... 6

Number of large school districts disorganised 1919..... 1

Number of large school districts in existence December 31, 1919..... 28

Educational Institutions not Directly under the Control of the Department.

Name of institution	Class	Location	Number of pupils under 14 years of age	Number of pupils aged 14 years and over	Number of months in operation during 1919	Number of candidates prepared for departmental examinations in 1919
Academy of Our Lady of Zion. . .	Preparatory and Secondary. . .	Prince Albert. . .	70	36	10	..
Battleford Academy. . .	Preparatory. . .	Battleford. . .	31	133	8½	18
Campion College. . .	Secondary. . .	Regina. . .	9	32	10	..
Convent of Notre Dame. . .	Preparatory. . .	Ponteix. . .	62	2	10	..
Convent de Ste. Anne. . .	Preparatory. . .	Wauchope. . .	56	2	10	..
Convent of Zion. . .	Preparatory and Secondary. . .	Moose Jaw. . .	3	14	8½	7
Davidson Business College. . .	Commercial. . .	Moose Jaw. . .	..	125	12	..
German-English Academy. . .	Preparatory and Secondary. . .	Rosthern. . .	4	49	9	29
Grayson Boarding School. . .	Preparatory. . .	Grayson. . .	39	..	{ Winter only }	..
Hemphill's Trade School. . .	Engineering. . .	Regina. . .	..	20	11	..
Luther Academy. . .	Preparatory, Secondary and Theological	Melville. . .	..	41	9	2
Lutheran College and Seminary. .	Preparatory, Secondary and Theological	Nutana. . .	2	20	10¼	3
Mack Business College. . .	Commercial. . .	Swift Current. . .	..	35	6	..
Moose Jaw College. . .	Preparatory, Secondary and Commercial	Moose Jaw. . .	12	86	10	35
Mount Carmel School. . .	Preparatory. . .	Carmel. . .	49	7	8	..
Our Lady of the Sacred Heart Boarding School. . .	Secondary. . .	Howell. . .	58	12	10	5
Outlook College. . .	Preparatory, Secondary and Commercial	Outlook. . .	3	138	9	13
Pilger Parish School. . .	Preparatory. . .	Pilger. . .	52	5	10	..

Educational Institutions not Directly under the Control of the Department—Continued.

Name of institution	Class	Location	Number of pupils under 14 years of age	Number of pupils aged 14 years and over	Number of months in operation during 1919	Number of candidates prepared for departmental examinations in 1919
Qu'Appelle Diocesan School for Girls.....	Preparatory and Secondary.....	Regina.....	78	12	10	79
Regina College.....	Secondary, Commercial and Music.....	Regina.....	1	557	9	
Sacred Heart Academy.....	Preparatory, Secondary, Commercial Art and Music.....	Regina.....	54	64	10	*25
Sacred Heart School.....	Preparatory.....	St. Hubert Mission.....	30	..	10	..
Sacred Heart School.....	Preparatory.....	Willow Bunch.....	42	4	10 $\frac{1}{4}$	..
Sacred Heart Institute.....	Preparatory.....	Yorkton.....	11	2	10	..
Sunny Grove Private School.....	Preparatory.....	SW. 13-45-4w3.....	10	5	10 $\frac{1}{4}$	4
St. Alban's College.....	Preparatory and Secondary.....	Prince Albert.....	24	15	10	8
St. Angela's Catholic School.....	Preparatory.....	Dead Moose Lake.....	2	65	10	..
St. Angela's Convent.....	Preparatory.....	Prelate.....	73	2	1	..
St. Benedict.....	Preparatory.....	St. Benedict.....	26	..	9	..
St. Boniface School.....	Preparatory.....	Leofeld.....	72	..	10	..
St. Bruno's Parish School.....	Preparatory.....	Bruno.....	83	6	10	1
St. Gabriel's Academy.....	Preparatory.....	Lebret.....	36	7	10	7
St. John's School.....	Preparatory.....	Willmont.....	48	..	7	..
St. Joseph's Convent.....	Preparatory and Secondary.....	Forget.....	66	11	10	8
St. Joseph's School.....	Preparatory.....	Fulda.....	50	..	8	..
St. Joseph's Private Boarding School.....	Preparatory.....	Stockholm.....	70	..	10 $\frac{1}{2}$	..
St. Leo.....	Preparatory.....	Cudworth.....	23	..	7	..
St. Louis' Convent.....	Preparatory.....	Radville.....	57	8	10	..
St. Michael's School.....	Preparatory.....	North of Fulda.....	41	..	8	..
St. Patrick's Orphanage.....	Preparatory.....	Prince Albert.....	59	12	9 $\frac{1}{2}$	..
St. Peter's Parochial School.....	Preparatory.....	Muenster.....	62	13	10	1
St. Raphael's Convent.....	Preparatory.....	Wolseley.....	18	7	10	5

*Exclusive of Part I, Third.

DEPARTMENTAL EXAMINATIONS.

*Statement of Candidates.**Grade VIII.*

Passed		Recommended under farm leave regulations		Recommended under section 5, 6, or 7 of the high school regulations		Failed		Total	
1918	1919	1918	1919	1918	1919	1918	1919	1918	1919
1,678	2,448	452		732	1,001	1,220	1,158	4,082	4,607

Teachers Trained in Saskatchewan from 1906 to 1919 inclusive.

Year	Class of certificate	Males	Females	Total	Total for each year
1906.....	First.....	17	15	32	..
	Second.....	46	98	144	..
	Third.....	2	10	12	188
1907.....	First.....	6	14	20	..
	Second.....	33	72	105	..
	Third.....	..	7	7	132
1908.....	First.....	13	13	26	..
	Second.....	35	45	80	..
	Third.....	20	103	123	229
1908-09.....	Third.....	28	76	104	104
1909.....	First.....	5	3	8	..
	Second.....	12	41	53	..
	Third.....	87	159	246	307
1910.....	First.....	4	11	15	..
	Second.....	32	78	110	..
	Third.....	94	228	322	447
1911.....	First.....	..	..	..	...
	Second.....	28	104	132	...
	Third.....	18	91	109	241
1912.....	First.....	14	51	65	...
	Second.....	29	90	119	...
	Third.....	92	304	396	580
1913.....	First.....	32	57	89	...
	Second.....	20	118	138	...
	Third.....	83	333	416	643
1914.....	First.....	46	72	118	...
	Second.....	22	97	119	...
	Third.....	196	453	649	886
1915.....	First.....	68	93	161	...
	Second.....	43	180	223	...
	Third.....	248	590	838	1,222
1916.....	First.....	40	76	116	...
	Second.....	48	242	290	...
	Third.....	149	356	505	911
1917.....	First.....	26	66	92	...
	Second.....	38	287	325	...
	Third.....	89	575	664	1,081
1918.....	First.....	15	91	106	...
	Second.....	35	383	418	...
	Third.....	14	83	97	621
1919.....	First.....	36	95	131	...
	Second.....	57	420	477	...
	Third.....	71	379	450	1,058
	Totals...	1,991	6,659	8,650	8,650

Certificates Issued.

To Teachers From	Sask.		Man.		Alta.		B.C.		Ont.		Quebec		N.S.		N.B.		P.E.I.		British Isles		U.S.A.		Totals	
	1918	1919	1918	1919	1918	1919	1918	1919	1918	1919	1918	1919	1918	1919	1918	1919	1918	1919	1918	1919	1918	1919	1918	1919
1. <i>Interim Certificates:</i>																								
(a) First Class.....	119	216	6	1	10	10	..	2	25	42	..	9	11	12	10	10	1	3	2	3	4	2	188	301
(b) Second Class.....	381	697	52	70	20	12	1	4	87	169	13	..	38	43	14	15	15	18	12	29	15	12	650	1,078
(c) High School.....	32	42	3	..	3	..	..	..	9	14	..	..	7	2	2	3	..	..	3	1	..	1	58	66
(d) Kindergarten.....	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	..	4
2. <i>Third Class Certificates...</i>	397	380	81	62	1	..	7	5	37	49	6	12	19	25	32	22	44	31	12	12	28	24	664	622
3. <i>Permanent Certificates:</i>																								
(a) First Class.....	63	127	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	63	127
(b) Second Class.....	128	313	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	128	313
(c) Third Class.....	3	162	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	162	
(d) High School.....	9	43	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	9	43	
(e) Kindergarten.....	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	
4. <i>Collegiate Certificates....</i>	5	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	8	
5. <i>Certificates for Special Subjects:</i>																								
(a) Interim—																								
Household Science	..	..	..	1	..	..	..	..	1	3	..	..	..	1	..	1	..	..	1	..	..	1	1	6
Manual Culture...	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	1	2
Physical Training.	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	2	2
Art.....	..	..	1	..	..	..	..	..	1	3	..	..	..	..	..	..	..	..	..	..	..	..	2	3
Agriculture.....	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	2
Commercial.....	..	..	..	1	..	..	..	..	..	3	..	..	..	..	..	..	..	..	..	..	..	..	..	4
(b) Permanent—																								
Physical Culture...	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	2
Manual Training.	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2
Household Science	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6. <i>Provisional Certificates...</i>																								
Totals.....	1,139	1,992	143	137	33	25	8	11	160	288	19	21	75	83	58	51	60	52	32	45	47	42	2,758	3,286

*Comparative Statement of Classification of Teachers employed and
Average Salaries Paid 1918 and 1919.*

Certificate	Number of teachers				Average salary			
	Urban		Rural		Urban		Rural	
	1918	1919	1918	1919	1918	1919	1918	1919
<i>First Class:</i>								
Male.....	162	181	55	119	\$1,493	\$1,634	\$1,027	\$1,185
Female.....	284	304	197	276	1,003	1,132	994	1,125
<i>Second Class:</i>								
Male.....	119	127	206	330	1,221	1,352	1,002	1,152
Female.....	903	1,085	1,111	1,463	912	1,020	951	1,074
<i>Third Class:</i>								
Male.....	33	20	250	308	1,113	1,205	989	1,120
Female.....	217	183	1,613	1,486	879	962	905	1,027
<i>Provisional:</i>								
Male.....	4	1	186	183	1,080	900	1,027	1,148
Female.....	12	5	710	315	950	980	940	1,053

Number of Teachers Employed, 1918 and 1919.

Certificate	1918			1919		
	Male	Female	Total	Male	Female	Total
First Class.....	217	481	698	300	580	880
Second Class.....	325	2,014	2,339	457	2,548	3,005
Third Class.....	283	1,830	2,113	328	1,669	1,997
Provisional.....	190	722	912	184	320	504
Totals.....	1,015	5,047	6,062	1,269	5,117	6,386

Teachers' Conventions for 1919.

Centre	Date held	Attendance
Shaunavon.....	August 21 and 22.....	52
Biggar.....	September 18 and 19.....	60
Conquest.....	September 24 and 25.....	..
Wilkie.....	September 24, 25 and 26...	72
Assiniboia.....	September 25 and 26.....	55
Kamsack.....	September 25 and 26.....	89
Elbow.....	September 25, 26 and 27...	50
Birch Hills.....	September 29 and 30.....	..
Kindersley.....	October 1, 2 and 3.....	49
Rosetown.....	October 1, 2 and 3.....	47
Kinistino.....	October 2 and 3.....	18
Prince Albert.....	October 2 and 3.....	98
Qu'Appelle.....	October 2 and 3.....	78
Swift Current.....	October 2 and 3.....	161
Govan.....	October 8, 9 and 10.....	62
Balcarres.....	October 9.....	71
Rosthern.....	October 9 and 10.....	55
Craik.....	October 9 and 10.....	..
Morse.....	October 9 and 10.....	41
Wadena.....	October 9 and 10.....	56
Wynyard.....	October 9 and 10.....	59
Rouleau.....	October 14 and 15.....	61
Wapella.....	October 16 and 17.....	68
Carlyle.....	October 16 and 17.....	42
North Battleford.....	October 16 and 17.....	126
Melfort.....	October 23 and 24.....	29
Carnduff.....	October 23 and 24.....	62
Humboldt.....	October 30 and 31.....	45
Weyburn.....	October 30 and 31.....	156
Watrous.....	October 31 and November 1	47
Saskatoon.....	November 6 and 7.....	216

Summary of Inspectors' Diaries.

No.	Inspectorate	Inspector	No. of districts visited only	No. of schools inspected	No. of inspections
1	Oxbow.....	W. J. Stevenson.....	2	105	193
2	Estevan.....	J. Arch. McLeod.....	2	96	192
3	Radville.....	W. S. Groomes.....	10	90	130
4	Assiniboia.....	R. D. Coutts.....	11	93	199
5	Kincaid.....	C. A. Scarrow.....	10	90	159
6	Shaunavon.....	J. J. Maxwell.....	12	75	103
7	Vidora.....	F. W. Rowan.....	12	75	105
8	Maple Creek.....	C. E. Brown.....	15	88	171
9	Sceptre.....	N. Latour.....	1	99	148
10	Swift Current....	W. S. Cram.....	9	78	124
11	Morse.....	J. W. Smith.....	7	96	129
12	Mortlach.....	Geo. D. Robertson....	4	83	169
13	Milestone.....	G. N. Griffin.....	1	97	160
14	Weyburn.....	A. Kennedy.....	8	73	222
15	Moose Jaw.....	W. T. Hawkings.....	2	67	219
16	Regina.....	N. MacMurchy.....	..	52	188
17	Indian Head.....	John Marshall.....	2	94	180
18	Wolseley.....	Jas. Little.....	1	96	222
19	Moosomin.....	G. D. Ralston.....	3	98	147
20	Saltcoats.....	Jas. Robinson.....	..	100	152
21	Yorkton.....	B. W. Wallace.....	..	80	156
22	Balcarres.....	W. E. Stevenson.....	7	100	172
23	Last Mountain...	J. G. MacKechnie.....	8	95	166
24	Davidson.....	J. Alex. McLeod.....	11	80	111
25	Elbow.....	H. A. Everts.....	2	94	156
26	Elrose.....	T. M. Creighton.....	11	91	150
27	Kindersley.....	J. E. Cowie.....	7	86	154
28	Kerrobert.....	Robt. Weir.....	8	78	92
29	Rosetown.....	S. E. M. McClelland...	5	85	138
30	Saskatoon.....	J. E. Coombes.....	2	71	181
31	Watrous.....	A. J. McCulloch.....	1	100	185
32	Wynyard.....	B. Hjalmarson.....	7	93	150
33	Canora.....	A. L. Merrill.....	2	82	165
34	Wadena.....	N. L. Massey.....	16	96	128
35	Humboldt.....	J. O'Brien.....	8	102	212
36	Rosthern.....	A. W. Keith.....	12	100	137
37	Biggar.....	W. J. Small.....	2	90	168
38	Wilkie.....	J. H. Gallaway.....	1	90	119
39	Lloydminster...	W. M. Veazey.....	6	73	147
40	The Battlefords..	W. H. Magee.....	4	71	191
41	Turtleford.....	L. J. Charbonneau....	13	58	86
42	Radisson.....	W. J. Drimmie.....	..	98	175
43	Prince Albert....	J. T. Tomlinson.....	5	74	180
44	Kinistino.....	J. F. Hutchison.....	6	80	141
45	Tisdale.....	F. W. Harrison.....	10	82	102
Totals.....			266	3,894	6,974
Average.....			5.91	86.53	154.75
Totals for 1918...			293	3,679	5,957

NOTES.

- 29 inspections were made by J. H. Hedley in the Turtleford Inspectorate.
 23 inspections were made by R. W. Asselstine in the Rosetown Inspectorate.
 20 inspections were made by J. S. Huff in the Davidson Inspectorate.
 47 inspections were made by A. S. Rose in the Kincaid Inspectorate.
 32 inspections were made by J. H. McKechnie in the Vidora Inspectorate.
 14 inspections were made by F. M. Quance in the Kerrobert Inspectorate.

Inspection of Schools.

Year	No. of inspectors	No. of school districts, Dec. 31	Average No. of school districts	Total No. school districts with schools in operation	No. of departments in operation	Average No. of departments in operation per inspector
1906.	8	1,190	143.7	873	1,017	127.1
1907.	8	1,430	178.7	1,101	1,272	159.
1908.	10	1,745	174.5	1,410	1,612	161.2
1909.	11	2,003	182.09	1,692	1,937	176.09
1910.	13	2,255	173.4	1,912	2,207	169.7
1911.	15	2,573	171.5	2,110	2,480	165.3
1912.	16	2,928	183.	2,444	2,947	184.18
1913.	20	3,230	161.5	2,747	3,367	168.3
1914.	21	3,523	167.7	3,055	3,787	180.3
1915.	23	3,702	160.8	3,367	4,006	174.1
1916.	25	3,878	155.12	3,608	4,279	171.08
1917.	32	4,020	125.6	3,794	4,593	143.7
1918.	41	4,151	101.24	3,941	4,844	118.
1919.	45	4,293	95.4	4,159	5,132	114.04

HIGH SCHOOL AND COLLEGIATE INSTITUTES.

General Summary.

	1916	1917	1918	1919
Number of collegiate institutes.....	7	7	7	10
Number of high schools.....	14	15	15	14
Number of pupils enrolled. . .	3,849	3,886	4,094	4,751
Average attendance of pupils	2,067.36	2,182.90	2,127.35	2,585.33
Number of teachers employed	111	120	161	164
Amount received from Legislative grant	\$ 77,157.98	\$ 83,495.68	\$ 90,792.66	\$ 83,924.86
Amount received from other sources	515,986.67	620,989.23	*185,368.21	*271,816.26
Amount expended for teachers' salaries.....	175,097.80	190,703.34	209,084.97	235,460.47
Amount expended for other purposes	405,529.90	495,688.98	†84,025.06	†115,224.76

*This item does not include money borrowed by note.

†This item does not include amount paid on notes.

Number of Teachers Employed.

No.	Name of school	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919
1	Regina C.I.....	5	6	8	9	12	14	15	19	19	19	20	20
2	Moosomin C.I.....	3	4	4	4	4	4	4	4	4	4	5	6
3	Prince Albert C.I..	2	2	4	5	5	6	9	13	9	9	9	11
4	Moose Jaw C.I....	4	6	8	8	10	11	11	11	10	12	18	19
5	Weyburn C.I.....	2	3	4	3	4	5	5	6	5	5	10	8
6	Qu'Appelle H.S....	2	2	2	2	2	2	2	2	2	2	3	5
7	Saskatoon C.I.....	3	3	7	8	9	14	14	16	17	19	28	28
8	Carlyle H.S.....	2	2	2	2	2	3	3	3	3	3	5	not in operation
9	Arcola H.S.....	.	3	3	3	3	4	4	5	4	4	6	
10	Oxbow H.S.....	.	2	2	2	2	2	2	2	2	2	4	
11	Yorkton C.I.....	.	2	3	3	3	4	5	5	4	4	5	
12	N. Battleford C.I..	.	3	4	4	4	4	6	6	5	5	5	5
13	Estevan C.I.....	.	3	3	3	3	4	4	4	4	5	7	5
14	Battleford H.S.....	.	.	.	.	2	3	4	5	2	2	3	2
15	Indian Head H.S...	.	.	.	.	2	2	3	3	3	3	5	4
16	Swift Current C.I..	.	.	.	.	.	2	3	5	5	5	6	10
17	Humboldt H.S.....	.	.	.	.	.	.	2	3	2	3	2	4
18	Wilkie H.S.....	.	.	.	.	.	.	3	6	3	3	4	2
19	Wynyard H.S.....	.	.	.	.	.	.	.	2	2	2	3	3
20	Strasbourg H.S....	.	.	.	.	.	.	.	3	3	3	3	4
21	Melfort H.S.....	.	.	.	.	.	.	.	3	3	3	4	5
22	Maple Creek H.S...	.	.	.	.	.	.	.	.	.	3	6	6
23	Lloydminster H.S..	.	.	.	.	.	.	.	.	.	.	.	3
24	Kamsack H.S.....	.	.	.	.	.	.	.	.	.	.	.	3
Totals.....		23	41	54	56	67	84	99	126	111	120	161	164

Classification 1919.

No.	Name of school	Junior			Middle			Senior			Total en- rolled
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	Regins C.I.....	188	253	441	79	131	210	59	53	112	763
2	Moosomin C.I....	33	58	91	18	36	54	4	12	16	161
3	Prince Albert C.I.	61	81	142	19	41	60	20	33	53	255
4	Moose Jaw C.I....	107	197	304	74	80	154	31	41	72	530
5	Weyburn C.I.....	53	82	135	30	25	55	11	21	32	222
6	Qu'Appelle H.S...	11	23	34	5	19	24	16	42	58	116
7	Saskatoon C.I....	381	526	907	107	149	256	20	40	60	1,223
8	Carlyle H.S.....	not in operation									
9	Arcola H.S.....	15	19	34	11	34	45	5	9	14	93
10	Oxbow H.S.....	15	45	60	9	14	23	6	9	15	98
11	Yorkton C.I.....	56	69	125	30	35	65	4	17	21	211
12	N. Battleford C.I.	26	61	87	9	30	39	6	6	12	138
13	Estevan C.I.....	47	56	103	15	34	49	8	8	16	168
14	Battleford H.S...	16	30	46	2	6	8	.	2	2	56
15	Indian Head H.S..	20	42	62	5	10	15	5	9	14	91
16	Swift Current C.I.	53	48	101	15	25	40	9	9	18	159
17	Humboldt H.S....	10	24	34	8	10	18	1	.	1	53
18	Wilkie H.S.....	18	23	41	2	9	11	1	2	3	55
19	Wynyard H.S.....	14	29	43	3	4	7	.	.	.	50
20	Strasbourg H.S...	14	16	30	3	6	9	4	2	6	45
21	Melfort H.S.....	22	27	49	8	14	22	.	.	.	71
22	Maple Creek H.S.	16	29	45	7	7	14	1	3	4	63
23	Lloydminster H.S.	10	15	25	7	10	17	3	6	9	51
24	Kamsack H.S.....	36	30	66	7	5	12	1	.	1	79
Totals.....		1,222	1,783	3,005	473	734	1,207	215	324	539	4,751

Classification.

No.	Name of school	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919
1	Regina C.I.												
	Junior Form....	159	124	162	209	312	331	371	513	511	398	403	441
	Middle Form....	56	91	75	92	103	158	165	165	177	184	207	210
	Senior Form....	25	38	63	53	56	56	86	67	63	98	119	112
2	Moosomin C.I.												
	Junior Form....	70	77	54	57	49	73	84	79	73	73	80	91
	Middle Form....	32	37	30	55	46	51	42	48	48	38	41	54
	Senior Form....	..	4	12	19	24	24	21	15	9	24	20	16
3	Prince Albert C.I.												
	Junior Form....	54	70	64	53	47	105	120	145	132	156	139	142
	Middle Form....	15	12	20	26	14	35	39	40	57	41	60	60
	Senior Form....	6	4	3	8	5	12	16	15	20	15	28	53
4	Moose Jaw C.I.												
	Junior Form....	79	90	124	134	145	169	209	196	255	272	263	304
	Middle Form....	31	39	23	44	53	79	77	106	123	103	105	154
	Senior Form....	11	21	40	42	45	47	39	49	49	60	67	72
5	Weyburn C.I.												
	Junior Form....	19	34	36	39	48	92	97	101	110	104	105	135
	Middle Form....	6	20	20	30	26	33	33	40	64	72	55	55
	Senior Form....	6	8	6	4	7	12	13	19	20	28	30	32
6	Ou'Appelle H.S.												
	Junior Form....	24	22	26	34	19	18	23	20	31	25	28	34
	Middle Form....	17	6	7	14	23	21	14	18	13	18	27	24
	Senior Form....	3	1	2	2	..	..	..	..	..	..	..	58
7	Saskatoon C.I.												
	Junior Form....	57	87	167	204	263	330	431	616	553	641	683	907
	Middle Form....	18	37	51	92	102	131	147	144	235	218	286	256
	Senior Form....	8	9	9	18	26	39	51	37	84	54	103	60
8	Carlyle H.S.												
	Junior Form....	25	35	20	25	18	21	30	35	34	37	35	not
	Middle Form....	8	21	12	7	10	15	13	14	15	19	19	in
	Senior Form....	5	6	9	9	8	7	10	13	10	7	4	op.
9	Arcola H.S.												
	Junior Form....	..	37	45	51	57	49	35	37	35	38	32	34
	Middle Form....	..	16	17	16	31	20	26	27	29	24	22	45
	Senior Form....	..	1	4	4	7	9	6	11	13	13	10	14
10	Oxbow H.S.												
	Junior Form....	..	24	27	34	40	52	11	66	37	51	50	60
	Middle Form....	..	26	24	23	21	27	31	21	34	28	18	23
	Senior Form....	..	4	13	15	17	10	56	13	13	6	14	15
11	Yorkton C.I.												
	Junior Form....	..	43	77	44	88	58	81	114	122	125	125	125
	Middle Form....	..	13	34	39	37	26	39	32	53	56	60	65
	Senior Form....	..	6	10	11	10	10	18	10	16	21	21	21
12	N. Battleford C.I.												
	Junior Form....	..	26	30	52	38	43	53	71	76	84	94	87
	Middle Form....	..	10	22	25	20	12	17	24	27	23	25	39
	Senior Form....	..	4	10	10	13	16	14	6	12	12	10	12
13	Estevan C.I.												
	Junior Form....	..	25	42	43	73	62	78	89	64	87	124	103
	Middle Form....	..	10	11	13	17	28	37	36	35	31	30	49
	Senior Form....	..	9	8	6	4	5	8	16	14	18	20	16
14	Battleford H.S.												
	Junior Form....	..	..	..	..	24	38	32	36	26	26	32	46
	Middle Form....	..	..	..	..	8	13	11	7	12	7	5	8
	Senior Form....	..	..	..	..	3	3	4	5	3	2	2	2
15	Indian Head H.S.												
	Junior Form....	..	..	..	..	26	43	56	48	46	40	42	62
	Middle Form....	..	..	..	..	11	27	27	38	43	22	21	15
	Senior Form....	..	..	..	..	1	..	..	..	..	9	13	14
16	Swift Current C.I.												
	Junior Form....	..	..	..	..	..	23	48	61	68	74	80	101
	Middle Form....	..	..	..	..	..	14	26	22	29	16	25	40
	Senior Form....	..	..	..	..	..	..	..	4	12	16	16	18

Classification—Continued.

No.	Name of school	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919
17	Humboldt H.S.												
	Junior Form....	..	..	..	..	..	..	..	36	47	49	35	34
	Middle Form....	..	..	..	..	..	..	..	16	15	8	10	18
	Senior Form....	..	..	..	..	..	..	..	1	8	5	6	1
18	Wilkie H.S.												
	Junior Form....	..	..	..	..	..	..	..	51	40	39	38	41
	Middle Form....	..	..	..	..	..	..	..	18	29	14	7	11
	Senior Form....	..	..	..	..	..	..	..	3	2	..	3	3
19	Wynyard H.S.												
	Junior Form....	..	..	..	..	..	..	..	34	39	46	40	43
	Middle Form....	..	..	..	..	..	..	..	12	14	12	5	7
	Senior Form....	..	..	..	..	..	..	..	2	2	..	..	..
20	Strasbourg H.S.												
	Junior Form....	..	..	..	..	..	..	..	14	36	32	21	30
	Middle Form....	..	..	..	..	..	..	..	15	22	14	10	9
	Senior Form....	..	..	..	..	..	..	..	..	..	3	3	6
21	Melfort H.S.												
	Junior Form....	..	..	..	..	..	..	..	67	58	60	41	49
	Middle Form....	..	..	..	..	..	..	..	20	16	12	16	22
	Senior Form....	..	..	..	..	..	..	..	5	8	7	2	..
22	Maple Creek H.S.												
	Junior Form....	..	..	..	..	..	..	..	..	..	50	43	45
	Middle Form....	..	..	..	..	..	..	..	..	..	14	11	14
	Senior Form....	..	..	..	..	..	..	..	..	..	7	5	4
23	Lloydminster H.S.												
	Junior Form....	..	..	..	..	..	..	..	..	..	..	..	25
	Middle Form....	..	..	..	..	..	..	..	..	..	..	..	17
	Senior Form....	..	..	..	..	..	..	..	..	..	..	..	9
24	Kamsack H.S.												
	Junior Form....	..	..	..	..	..	..	..	..	..	..	..	66
	Middle Form....	..	..	..	..	..	..	..	..	..	..	..	12
	Senior Form....	..	..	..	..	..	..	..	..	..	..	..	1
	Totals.....	734	1147	1409	1656	1995	2447	2926	3583	3849	3886	4094	4751

Total Enrolment by Form.

Year	Junior	Middle	Senior	Total
1914.....	1,814	763	349	2,926
1915.....	2,429	863	291	3,583
1916.....	2,398	1,090	361	3,849
1917.....	2,507	974	405	3,886
1918.....	2,533	1,065	496	4,094
1919.....	3,005	1,207	539	4,751

CLASSIFICATION OF STUDENTS IN HIGH SCHOOLS AND COLLEGIATE INSTITUTES—Continued.
Sciences and Languages—Continued.

No.	School	Form	Total enrolment	Elementary science		Physics		Chemistry		Biology		Household science		Manual training		Agriculture		Latin		Greek		French		German		Music
				B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	
19	Wynyard H.S.....	Junior Middle Senior	43 7 ...	14	29	3	4	13	9	7 3 ..	15 4	7 3 ..	15 4	B. G.
20	Strasbourg H.S.....	Junior Middle Senior	30 9 6	13	14 .. ..	.. .. ..	.. .. ..	3 2 2	.. .. ..	.. .. ..	.. .. ..	.. .. ..	13	14	13 2 2	14 1 2	13 2 2	14 1 2	.. .. ..	.. .. ..	14 3 2	16 1 2	.. 1 ..	.. .. ..	1
21	Melfort H.S.....	Junior Middle Senior	49 22 ...	22	27	4	8	4	6 .. ..	.. .. ..	.. .. ..	.. .. ..	.. 5 ..	13	18 5 ..	24 6 ..	18 5 ..	24 6 ..	.. .. ..	.. .. ..	19 6 ..	25 11 ..	.. .. ..	10	16
22	Maple Creek H.S....	Junior Middle Senior	45 14 4	16	29 .. ..	.. .. ..	.. .. ..	7 7 ..	7 7 ..	.. 1 3	.. .. ..	.. .. ..	.. 1 ..	1	16 6 1	29 6 3	16 6 1	29 7 3	.. .. ..	.. .. ..	16 6 1	29 7 3	.. .. ..	.. .. ..	1
23	Lloydminster H.S....	Junior Middle Senior	25 17 9	10	15	3	3	4 3 1	7 7 1	2 .. ..	.. .. ..	.. .. ..	7 3 2	.. .. ..	.. .. ..	7 11 ..	7 6 2	11 9 3	.. .. ..	.. .. ..	9 7 2	12 10 4	.. .. ..	1	
24	Kamsack H.S.....	Junior Middle Senior	66 12 1	14	11	4 1 ..	3 .. ..	.. .. ..	.. .. ..	.. .. ..	.. .. ..	.. .. ..	.. .. ..	11 3 ..	14 4 1	11 3 ..	14 4 1	11 3 ..	.. .. 1	.. .. ..	14 4 1	11 3 ..	.. .. ..	1	

DEPARTMENTAL EXAMINATIONS.
Statement of Candidates.
High School.

Class	Passed		Recommended under farm leave regulations		Granted partial standing		Failed		Total	
	1918	1919	1918	1919	1918	1919	1918	1919	1918	1919
Third, Part I.....	479	...	236	....	218	....	550	....	1,483	....
Third, Part II.....	379	285	150	....	30	1	132	92	691	378
Full Third.....	203	334	122	....	134	37	256	195	715	566
Commercial, first year.....	24	12	7	....	10	1	4	...	45	13
Commercial, second year.....	11	13	....	....	5	...	4	...	20	13
Second.....	419	547	153	....	146	219	311	328	1,029	1,094
First.....	174	161	27	....	57	78	76	63	334	302
Totals.....	1,689	1,352	695	....	600	336	1,333	678	4,317	2,366

Receipts and Expenditures of High Schools and Collegiate Institutes.

No.	Name	EXPENDITURES							Total expenditure
		Teachers' salaries	Paid on notes	School building and grounds	Equipment	Dr. balance 1918	Other expenditure	Balance on hand	
1	Regina	\$39,527.50	\$55,550.79	\$355.80	\$5,289.61	.....	\$20,778.41	.....	\$121,502.11
2	Moosomin	6,196.95	7,100.00	224.86	431.76	.....	2,913.88	.....	16,867.45
3	Prince Albert	16,270.90	9,931.80	.....	914.92	\$1,846.46	10,214.44	.....	39,178.52
4	Moose Jaw	32,048.20	24,992.21	479.85	2,464.01	.....	14,018.02	.....	74,002.29
5	Weyburn	10,322.00	2,005.10	.....	601.86	.....	8,005.34	\$585.10	20,934.30
6	Qu'Appelle	4,132.00	6,304.50	.....	123.97	423.13	47.12	.....	11,030.72
7	Saskatoon	49,325.50	.....	558.36	3,131.37	.....	25,394.31	9,447.05	78,409.54
8	Carlyle	.....	.....	.....	.....	.....	.....	.....	.....
9	Arcola	4,366.64	2,527.65	.....	.....	368.46	575.29	.....	7,838.04
10	Oxbow	2,870.00	10,472.75	23.05	91.80	.....	266.44	5.97	13,724.04
11	Yorkton	11,022.28	.....	327.00	673.42	.....	4,571.06	1,730.90	16,593.76
12	North Battleford	7,748.00	10,718.11	.....	.....	.....	4,456.96	273.11	22,923.07
13	Estevan	7,000.00	4,254.33	.....	36.53	.....	3,537.73	9.16	14,828.59
14	Battleford	3,359.00	1,984.60	.....	111.95	.....	1,469.36	9.41	6,924.91
15	Indian Head	4,480.00	6,642.55	.....	189.73	.....	2,799.65	.....	14,111.93
16	Swift Current	9,760.00	500.00	.....	184.20	1,386.97	232.81	98.02	12,063.98
17	Humboldt	3,540.00	600.00	.....	213.92	251.94	1,246.07	32.74	5,851.93
18	Wilkie	2,845.00	3,100.00	.....	153.76	237.59	2,057.12	22.62	8,393.47
19	Wynyard	2,640.00	2,460.16	.....	793.97	.....	1,079.13	.....	6,973.26
20	Strasbourg	3,600.00	.....	.....	17.90	.....	59.10	2,327.46	3,677.00
21	Melfort	5,220.00	29,955.95	1,060.80	77.78	.....	1,607.87	1,173.40	37,922.40
22	Maple Creek	4,015.50	.....	.....	36.90	.....	1,639.24	2,421.77	5,691.64
23	Lloydminster	3,011.00	303.10	.....	11.53	.....	89.75	.....	3,415.38
24	Kamsack	2,160.00	.....	.....	.....	.....	180.60	22.80	2,340.60
	Totals	\$235,460.47	\$179,403.60	\$3,029.72	\$15,550.89	\$4,514.55	\$107,239.70	\$18,159.51	\$545,198.93

Receipts and Expenditures of High Schools and Collegiate Institutes.

RECEIPTS

No.	Name	Cash on hand	Proceeds of taxes	Government grants	Borrowed by note	Other sources	Debit balance	Total receipts
1	Regina.....	\$ 802.59	\$46,250.79	\$16,269.27	\$55,500.00	\$1,718.50	\$960.96	\$120,541.15
2	Moosomin.....	94.45	6,055.01	3,258.00	7,100.00	9.95	350.04	16,517.41
3	Prince Albert.....	.....	27,846.51	5,068.00	5,665.60	112.45	485.96	38,692.56
4	Moose Jaw.....	648.78	24,069.44	7,042.76	39,000.00	273.57	2,967.74	71,034.55
5	Weyburn.....	551.22	11,899.91	4,943.42	4,004.85	120.00	.....	21,519.40
6	Qu'Appelle.....	.....	1,464.60	1,912.25	6,822.66	786.21	45.00	10,985.72
7	Saskatoon.....	7,941.95	59,895.02	17,396.87	2,500.00	122.75	.....	87,856.59
8	Carlyle.....	not operating as a high school	.....	.....	.....	.....	.....	.....
9	Arcola.....	.....	3,000.00	2,129.25	2,400.00	.....	308.79	7,529.25
10	Oxbow.....	304.61	1,900.00	1,472.25	10,021.10	32.05	.....	13,730.01
11	Yorkton.....	154.66	13,000.00	3,960.00	.....	1,210.00	.....	18,324.66
12	North Battleford.....	88.88	9,152.01	2,536.75	11,164.09	254.45	.....	23,196.18
13	Estevan.....	199.00	11,450.00	3,188.75	.....	.....	.....	14,837.75
14	Battleford.....	11.04	4,271.03	1,252.25	1,400.00	.....	.....	6,934.32
15	Indian Head.....	45.74	4,061.89	1,849.50	8,115.20	.....	39.60	14,072.33
16	Swift Current.....	.....	7,910.00	3,752.00	500.00	.....	.....	12,162.00
17	Humboldt.....	.....	3,779.07	1,518.00	587.60	.....	.....	5,884.67
18	Wilkie.....	.....	4,000.00	1,469.09	2,925.00	22.00	.....	8,413.09
19	Wynyard.....	51.01	2,776.90	1,020.50	3,000.00	.....	124.85	6,848.41
20	Strasbourg.....	1,082.44	4,097.37	.....	.....	824.65	.....	6,004.46
21	Melfort.....	165.73	11,570.00	1,885.07	25,475.00	.....	.....	39,095.80
22	Maple Creek.....	1,262.48	4,850.05	2,000.88	.....	.....	.....	8,113.41
23	Lloydminster.....	.....	1,125.08	.....	300.00	1,925.00	65.30	3,350.08
24	Kamsack.....	.....	.....	.....	2,363.40	.....	.....	2,363.40
	Totals.....	\$13,404.58	\$264,424.68	\$83,924.86	\$188,844.50	\$7,411.58	\$5,348.24	\$558,010.20

Normal School Sessions, 1906-19 Inclusive.

Academic Standing Obtained in:

	Sask.	Man.	Ont.	Que.	N.S.	N.B.	P.E.I.	Alta.	Nfld.	B.C.	Eng.	Ire.	Scot.	Wales	U.S.A.	Russ.	Germ.	Total
<i>First Class:</i>																		
1906.....	11	3	11	..	6	..	..1	..	..	..	1	..	..	..	..	..	..	32
1907.....	8	..4	11	..	..	..	1	..	..	..	..	..	..	..	..	..	..	20
1908.....	10	2	11	..	..	..	1	..	..	..	..	..	..	..	..	..	..	26
1909.....	1	1	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8
1910.....	12	1	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	15
1911.....	..	No	session held	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1912.....	43	4	8	..	..	1	..2	..	..	1	5	..	1	..	2	..	..	65
1913.....	40	7	19	..2	6	1	1	..	..	..	10	..2	1	..	1	..	..	89
1914.....	50	17	29	3	5	1	1	1	..	..	4	..2	3	..	2	..	..	118
1915.....	107	12	31	..3	6	..	..	1	..	..	1	..	1	..	2	..	..	161
1916.....	74	14	19	2	4	..	..1	..	..	..	..	..	1	..	1	..	..	116
1917.....	63	6	14	..	2	..	1	..	..	..	..	..	1	..	3	..	..	92
1918.....	71	14	12	..	4	..	1	1	..	..	1	1	1	..	..	..	..	106
1919.....	100	10	11	..	4	1	1	1	..	1	..	1	..	..	1	..	..	131
<i>Second Class:</i>																		
1906.....	57	8	64	3	5	3	3	..	..	..	1	..	..	..	..	..	..	144
1907.....	39	17	43	1	3	..	1	..	..	..	1	..	..	..	..	..	..	105
1908.....	23	11	38	..	5	1	2	..	..	..	..	..	..	..	..	..	..	80
1909.....	11	2	38	..2	1	..	1	..	..	..	3	..	..	..	..	..	..	53
1910.....	53	11	38	1	2	..	..	..	..	..	2	..	..	..	..	..	..	110
1911.....	71	6	49	3	3	..	..2	..	..	..	8	1	..	..	1	..	..	132
1912.....	55	11	30	3	7	..	1	..	1	..	15	2	1	..	2	..	..	119
1913.....	67	20	20	2	5	1	1	..	..	..	8	4	2	..	2	..	..	138
1914.....	50	23	24	2	5	1	..	..	..	..	9	4	..	..	6	..	..	119
1915.....	113	43	33	3	6	5	1	1	..	..	8	4	..	..	5	..	..	223
1916.....	166	54	35	2	5	7	3	1	..	..	8	3	..	..	6	..	1	290
1917.....	202	54	35	..3	14	5	2	2	..	..	10	1	1	..	5	..	..	325
1918.....	295	56	16	1	10	1	1	5	..	1	3	1	..	..	19	..	..	418
1919.....	332	66	27	1	18	..	8	8	1	..	3	..	..	..	12	..	1	477

[illegible]

List of School Districts Erected during 1919.

No.	Name	Township	Range	Meridian
4122	Buffalo Hill.....	24 and 25	12	W. 3rd
4123	Welcome Valley.....	25 and 26	12	W. 3rd
4124	Vancise.....	22	25 and 26	W. 2nd
4125	Mount Rumble.....	16 and 17	6	W. 3rd
4126	Olicana.....	35 and 36	2 and 3	W. 3rd
4128	Cosmopolitan.....	29 and 30	5	W. 3rd
4129	Erinlea.....	8	10	W. 3rd
4130	Omega.....	3 and 4	9 and 10	W. 2nd
4131	Spruce Grove.....	32	2	W. 2nd
4132	Bonnie Doon.....	28 and 29	10	W. 3rd
4133	Cottage Grove.....	54 and 55	21 and 22	W. 3rd
4134	Brada.....	43	15 and 16	W. 3rd
4135	Bapaume.....	30 and 31	7 and 8	W. 3rd
4136	Hillmond.....	51 and 52	26	W. 3rd
4137	Canadian.....	40 and 41	27 and 28	W. 3rd
4138	Olympic.....	33 and 34	12 and 13	W. 3rd
4139	Hayland.....	2 and 3	12 and 13	W. 2nd
4140	Mundell.....	12	32 and 33	W. 1st
4141	Beauchamp.....	7	14 and 15	W. 3rd
4142	Clydesdale.....	3 and 4	27	W. 2nd
4143	Downing.....	11 and 12	10 and 11	W. 2nd
4144	Kempville.....	10	25	W. 2nd
4145	North Bench.....	7 and 8	23 and 24	W. 3rd
4146	Shannon View.....	42 and 43	19	W. 2nd
4147	Seward Hill.....	14 and 15	15	W. 3rd
4148	Brooksdale.....	50 and 51	19 and 20	W. 3rd
4149	Reed Lake.....	39 and 40	23 and 24	W. 3rd
4150	Flowerville.....	12	13 and 14	W. 3rd
4151	Balfour.....	12 and 13	13 and 14	W. 3rd
4152	Maharg.....	12 and 13	12 and 13	W. 3rd
4153	Falkland.....	12 and 13	11 and 12	W. 3rd
4154	Iris.....	13 and 14	11 and 12	W. 3rd
4155	Versailles.....	13 and 14	12 and 13	W. 3rd
4156	La Bassee.....	39 and 40	4	W. 3rd
4157	Embury.....	40	4 and 5	W. 3rd
4158	Steele.....	40	4 and 5	W. 3rd
4159	Bayard.....	3 and 4	2 and 3	W. 3rd
4160	Rocky Mound.....	9 and 10	28 and 29	W. 3rd
4161	Liverpool.....	33	3	W. 2nd
4162	Cordelia.....	49 and 50	20 and 21	W. 3rd
4163	Rose Vale.....	31 and 32	13	W. 2nd
4164	New Insinger.....	29	8	W. 2nd
4165	Willowvale.....	18	30 and 31	W. 1st
4166	Pinto Creek.....	7 and 8	9	W. 3rd
4167	South Frobisher.....	2	3 and 4	W. 2nd
4168	Alandale.....	32	20 and 21	W. 3rd
4169	Monet.....	26 and 27	15	W. 3rd
4170	Garville.....	3 and 4	23 and 24	W. 2nd
4171	Rereshill.....	46 and 47	25 and 26	W. 3rd
4172	Ridgehill.....	25	26	W. 2nd
4173	Belleau Brook.....	35 and 36	32	W. 1st
4174	Manitou Hill.....	32 and 33	25 and 26	W. 2nd
4175	White Cap.....	44 and 45	17 and 18	W. 3rd
4176	Grainland.....	12	7	W. 2nd
4177	Rich Hill.....	34	7 and 8	W. 3rd
4178	Spy Ridge.....	40 and 41	18 and 19	W. 3rd
4179	Rose River.....	42	6 and 7	W. 3rd
4180	Greenvale.....	35	25 and 26	W. 3rd
4181	Clow.....	27 and 28	27 and 28	W. 3rd
4182	Wavy Creek.....	12	4	W. 3rd
4183	Thorncliffe.....	22	21 and 22	W. 2nd
4184	Nut Mountain.....	36 and 37	9	W. 2nd
4185	Ranch Centre.....	13	19 and 20	W. 3rd
4186	Dunning.....	9 and 10	{ 30 1	W. 2nd W. 3rd

List of School Districts Erected during 1919—Continued.

No.	Name	Township	Range	Meridian
4187	Gooseberry Lake.....	11 and 12	9	W. 2nd
4188	Uxbridge.....	5	19 and 20	W. 3rd
4189	Rock Mountain.....	1 and 2	26	W. 2nd
4190	East Side.....	28 and 29	28 and 29	W. 3rd
4191	Port Arthur.....	39 and 40	12 and 13	W. 2nd
4192	Blairlogie.....	26	29	W. 2nd
4193	Vindietive.....	8 and 9	1	W. 3rd
4194	Lister.....	33	7	W. 3rd
4195	Crimea.....	25 and 26	31 and 32	W. 1st
4196	Robin.....	49 and 50	25	W. 3rd
4197	Sunny Knoll.....	25	15 and 16	W. 3rd
4198	Avebury.....	48	27	W. 2nd
4199	Cloverdale.....	50	7	W. 3rd
4200	Coulee Hill.....	7	25 and 26	W. 2nd
4201	Atoimah.....	8 and 9	22 and 23	W. 3rd
4202	Llanwenarth.....	26 and 27	11 and 12	W. 3rd
4203	Gertrude.....	38	19	W. 2nd
4204	Manitou Plain.....	44	23 and 24	W. 2nd
4205	Riverstone.....	47 and 48	24	W. 3rd
4206	Root.....	26	15	W. 2nd
4207	Niehol.....	32 and 33	25	W. 3rd
4208	Honora.....	15 and 16	22	W. 3rd
4209	Riverburn.....	4 and 5	18 and 19	W. 3rd
4210	Roseneath.....	16 and 17	5 and 6	W. 3rd
4211	Snowbird.....	43	5 and 6	W. 3rd
4212	Mountain View.....	1	25	W. 3rd
4213	Lake Lillian.....	13 and 14	28	W. 3rd
4214	Big Arm.....	9 and 10	22 and 23	W. 3rd
4215	Carnagh.....	25 and 26	24 and 25	W. 2nd
4216	Edinburgh.....	12 and 13	8 and 9	W. 3rd
4217	Kilton Hill.....	17 and 18	14	W. 3rd
4218	Norris.....	33	20 and 21	W. 3rd
4219	Lae Cheval.....	45 and 46	2 and 3	W. 3rd
4220	Cantire.....	14 and 15	21	W. 2nd
4221	Teepee.....	24 and 25	23 and 24	W. 3rd
4222	Dundalk.....	10 and 11	25 and 26	W. 2nd
4223	Sand Creek.....	1	23 and 24	W. 3rd
4224	Fortsburgh.....	50 and 51	27	W. 2nd
4225	Fairholme.....	35	9 and 10	W. 3rd
4226	Souris Flat.....	1	34	W. 1st
4227	Deer Run.....	52	19	W. 3rd
4228	Meadow Ville.....	28	21 and 25	W. 2nd
4229	Ackerman.....	36	28	W. 3rd
4230	Bordervale.....	1 and 2	1 and 2	W. 3rd
4231	Clashmoor.....	45 and 46	13	W. 2nd
4232	Suffield.....	14	19	W. 3rd
4233	Hardy.....	6	20 and 21	W. 2nd
4234	Half Way.....	47 and 48	23 and 24	W. 3rd
4235	Sewton.....	48	22 and 23	W. 3rd
4236	Holland.....	48	14 and 15	W. 2nd
4237	Bon Aceord.....	27	10 and 11	W. 2nd
4238	Fanford.....	48 and 49	22 and 23	W. 2nd
4239	Braneepeth.....	46 and 47	23	W. 2nd
4240	Little Bridge.....	48 and 49	15 and 16	W. 2nd
4241	Hay Meadow.....	4 and 5	1 and 2	W. 3rd
4242	Whitfield.....	49 and 50	26 and 27	W. 2nd
4243	Aryton.....	2 and 3	30	W. 2nd
4244	Bell Rock.....	31 and 32	3	W. 3rd
4245	Little Moose Lake.....	42	22	W. 2nd
4246	South Loverna.....	30	28 and 29	W. 3rd
4247	Candiac.....	14	9 and 10	W. 2nd
4248	Prairie College.....	26 and 27	2	W. 3rd
4249	Lake Russell.....	48 and 49	18 and 19	W. 3rd

List of School Districts Erected during 1919—Continued.

No.	Name	Township	Range	Meridian
4250	Lake Mona.....	22 and 23	8 and 9	W. 2nd
4251	Sugar Hill.....	51 and 52	3 and 4	W. 3rd
4252	Tagg.....	8	15 and 16	W. 2nd
4253	Mundie.....	7	21	W. 2nd
4254	Eagle Valley.....	42	17 and 18	W. 3rd
4255	Twamley.....	13 and 14	16	W. 3rd
4256	Eldred.....	53	7	W. 3rd
4257	Waterbury.....	41	10 and 11	W. 3rd
4258	Lunby.....	17 and 18	2	W. 2nd
4259	Stefan.....	5	1	W. 3rd
4260	Clay Loam.....	28 and 29	27	W. 3rd
4261	Meskanaw.....	44	22	W. 2nd
4262	Little Six.....	7 and 8	13 and 14	W. 3rd
4263	Higgson.....	28 and 29	17	W. 3rd
4264	Ryeburn Valley.....	1 and 2	18 and 19	W. 2nd
4265	Rhyl.....	36	19 and 20	W. 3rd
4266	South Radville.....	5	17 and 18	W. 2nd
4267	Fairwell Creek.....	7	24	W. 3rd
4268	Antelope Valley.....	1 and 2	21	W. 3rd
4269	White Poplar.....	44 and 45	4	W. 2nd
4270	Local Centre.....	39	21	W. 3rd
4271	Church Hill.....	26 and 27	11	W. 2nd
1272	Glengarry.....	5	18	W. 3rd
4273	Loon Lake.....	57 and 58	21 and 22	W. 3rd
4274	Saltmead.....	29	19 and 20	W. 3rd
4275	Murray Lake.....	47	16	W. 3rd
4276	Bitter Lake.....	14 and 15	29	W. 3rd
9	R.C.S. Edam.....	48 and 49	19 and 20	W. 3rd

Alterations in Names of School Districts, 1919.

No.	Name of school district	Changed to	No.	Name of school district	Changed to
1138	Parkside.....	Honeywood	2195	Morningside..	Rush Lake
1445	Idylwood.....	Parkside	4149	Reed Lake....	Alfred Knowles
1944	Ryan.....	Spring Grove	2433	Horosziwei....	War End
CP15	St Joseph de Dauphinais	St. Joseph de Dauphinais No. 317	2421	Kilbach.....	Melville View
1692	Wasileff.....	Yemen	3972	North Percy..	Glenwood
1884	Spring Hill...	Norquay Village	4032	Hardscrabble..	Kinmount
2367	Austria.....	Aysgarth	4262	Bull Creek....	Little Six
2505	Howiedale...	Superb	2055	Bridgeford....	Hawoods
4137	O'Leary.....	Canadian	1649	Fairdale.....	Bridgeford
4147	Seaward Hill..	Seward Hill	1542	Strassburg	
2935	Carlsburg.....	Millsdale		Station.....	Strasbourg
			264	Verenczanka..	New Canadian

List of Official Trustees Appointed during 1919.

No.	Name of school district	Official trustee	Address
2489	Buffer's Lake.....	Brunelle, H. E.....	Vonda
1676	Poplar Springs.....	Bomford, A. R. G.....	Canora
3840	St. Eloi.....	Bitcon, John.....	Kindersley
1045	East Weyburn.....	Bullis, W. J.....	Weyburn
3139	Conquest.....	Balkwill, A.....	Conquest
3801	Wildflower.....	Barber, Richard S.....	Morse
1458	Riel Dana.....	Currie, J. H.....	Vonda
1323	Braeburn.....	Cowie, J. E.....	Kindersley
217	Line Coulee.....	Crysler, H. L.....	Govenlock
2725	Seifert.....	Corscadden, A. W. A.....	Macklin
4240	Little Bridge.....	Dahlstrom, L. W.....	Spooner
271	Whitesand.....	Evans, Norman.....	Springside
4115	Pembroke.....	Friesen, J. J.....	Rosthern
4116	Renfrew.....	Friesen, J. J.....	Rosthern
4117	Venice.....	Friesen, J. J.....	Rosthern
3386	Reinfeld.....	Fisher, H. W.....	Hague
3496	Nanton.....	Green, W.....	Fenwood
4117	Venice.....	Holz, Chas.....	Rosthern
2863	Ardath.....	Haskett, M. Y.....	Ardath
706	Winnetka.....	Holden, W.....	Edenwold
217	Line Coulee.....	Halladay, C.....	Govenlock
2504	Audley.....	Keith, J. J.....	Waldron
4072	Carlton Siding.....	Klassen, G. G.....	Carlton
1328	Robert.....	Kendal, John.....	Goodeve
3942	Five Mile Creek.....	Lawson, J. B.....	Limerick
4252	Tagg.....	Longueville, P. J.....	Weyburn
451	Hamona.....	Meyrick, H. A.....	Tantallon
2985	MacVile.....	Morris, L. A.....	Bengough
668	Hannahville.....	Maxwell, J. J.....	Shaunavon
1666	Toporoutz.....	Mugford, S. J.....	Rothbury
3246	Raspberry Creek.....	Morrison, Henry.....	Perdue
3692	Ypres.....	McKellar, R. A.....	Elrose
514	Devil's Lake.....	McKay, Norman.....	Canora
1676	Poplar Springs.....	McKay, Norman.....	Canora
4192	Blairlogie.....	McLeod, J. Alex.....	Davidson
3605	Brena.....	McKay, Norman.....	Canora
2400	Kitzman.....	Oswald, O. T.....	Rhein
514	Devil's Lake.....	Paul, James.....	Canora
1676	Poplar Springs.....	Paul, James.....	Canora
3454	Sich.....	Roberts, J.....	Blaine Lake
2545	Green Lawn.....	Reynolds, Martin T.....	Annaheim
2553	City View.....	Read, Chas. J. R.....	Moose Jaw
2962	Mount Carmel.....	Reynolds, Martin T.....	Annaheim
2058	Pleasant Grove.....	Reynolds, Martin T.....	Annaheim
2407	Willing.....	Reynolds, Martin T.....	Annaheim
3739	Dumas.....	Sim, William.....	Windthorst
2433	War End.....	Smith, John.....	Theodore
3261	Johnson Lake.....	Shepardson, W. R.....	Expanse
3972	North Percy.....	Thomson, Alex. G.....	Kisbey
89	Two Rivers.....	Wilkie, Jas.....	Bethune

School Districts Disorganised in 1919.

No.	Name	Date disorganised	No.	Name	Date disorganised
75	Royton.....	Mar. 19, 1919	25C.P.	Belanger....	Nov. 26, 1919
2394	Lonsdale.....	Mar. 19, 1919	32C.P.	Moulin.....	Nov. 26, 1919
620	Brunswick....	Mar. 19, 1919	9C.P.	Grandin.....	Nov. 26, 1919
4028	West End....	Aug. 14, 1919	1850	Layfield....	Sept. 25, 1919
1750	Throstlenest..	Oct. 1, 1919	2347	Violet Hill...	Sept. 25, 1919
1755	Charlottenburg	Oct. 1, 1919	1297	Rouworth...	Sept. 25, 1919
21C.P.	St. Julien.....	Nov. 26, 1919	1564	Warminster..	Sept. 25, 1919

Winners of Governor General's Medals, 1919.

Regina C.I.....	Donald Edmund Armstrong, 2312 Cornwall Street, Regina
Moose Jaw C.I.....	Cyprienne Anne Lenhard, Grace
Saskatoon C.I.....	Helen Gordon Manson, Bright Sands
Prince Albert C.I.....	Irene Evelyn Frith, 320 Eleventh Street E., Prince Albert
Moosomin C.I.....	Robert B. Martin, Dubuc
Yorkton C.I.....	Warren Whittier Nicholas, Yorkton
Weyburn C.I.....	Clifford Joseph Goheen, Ogema
North Battleford H.S...	Wybren Hiemstra, Edam
Swift Current H.S.....	Dorothea Irene Horton, Swift Current
Battleford H.S.....	Greta Lenora Nicoll, Battleford
Estevan H.S.....	Lucy Doris Leslie, Estevan
Oxbow H.S.....	Clifford Earl Nesbitt, Oxbow
Indian Head H.S.....	Leonard Wilton Van Alstine, Indian Head
Arcola H.S.....	Eula Winnifred Webster, Arcola
Humboldt H.S.....	Hugh Brown, Humboldt
Qu'Appelle H.S.....	Edith Amas, Qu'Appelle
Wilkie H.S.....	Edith Whittles, Wilkie
Wynyard H.S.....	Sigurveig Josephson, Box 63, Kandahar
Strasbourg H.S.....	Hammond Addison MacKinnon, Strasbourg
Melfort H.S.....	Ernest Harold Fennell, Melfort
Maple Creek H.S.....	Walter Ronald Meadows, Maple Creek
Lloydminster H.S.....	Doris Hall Holland, Lloydminster

Students from rural schools who obtained the highest standing in the Grade VIII examination, 1919:

Sautner S.D. No. 3696, Alice Irene Peacock, Box 157, Leader.

Malvern Link S.D. No. 717, James McDonald Minifie, Box 16, Vanguard.

Students from village and town schools who obtained the highest standing in the Grade VIII examination, 1919:

Wolseley S.D. No. 25, Edith Eleanor Marlin, Wolseley.

Harris S.D. No. 2498, James Reginald Burnett, Harris.

PART II
SPECIAL REPORTS
AND
REPORTS OF INSPECTORS OF SCHOOLS

SUMMER SCHOOL FOR TEACHERS AT THE UNIVERSITY OF SASKATCHEWAN.

As in former years a Summer School designed to meet the needs of teachers who wished to improve their educational standing was held at the University of Saskatchewan. To accommodate teachers who were not free to take the full course of six weeks, the work was divided into quarters of three weeks' duration, each complete in itself. The first and third quarters ran concurrently from July 2 to 21; the second and fourth quarters from July 21 to August 9. Teachers were expected, in so far as could be arranged, to take some part of the work in agriculture or household science with other special work on the programme.

This year saw the largest attendance on record at the summer school. There were two types of course offered, one leading to a University Degree and the other intended to improve the standing of teachers actually engaged in teaching the prescribed course of study. For the first seventy-nine students registered and for the second seventy-seven, classified as follows:

(i) *Academic Classes.*

Class	Number of students registered	Instructor
Chemistry S1a.....	11	Prof. Thorvaldson
Chemistry S1b.....	11	Prof. Thorvaldson
French Sa.....	7	Prof. MacDonald
French S1.....	5	Prof. MacDonald
History S1a.....	10	Prof. Morton
History S1b.....	10	Prof. Morton
Mathematics S1b.....	7	Prof. Ling
Mathematics S1c.....	5	Prof. Ling
Physics S1a.....	25	Prof. Hogg
Physics S1b.....	22	Prof. Hogg

(ii) *Pedagogic Classes.*

Class	Number of students registered	Instructor
Agriculture and Science.....	11	M. R. Ballard, B.Sc. A. M. McDermott, B.S.A.
Art.....	32	Mrs. M. V. Thornton
Health Education.....	6	Miss J. E. Browne, Reg.N.
Household Science.....	16	Miss I. Shaw
Manual Training.....	2	W. W. Snider
Music.....	12	W. E. McCann

The work done in the academic classes was substantially the same as that done in corresponding classes in the regular academic year and was intended to be equivalent to it in educational value. Numbers of students are encouraged to proceed to their degrees by being enabled to start in the summer and almost all such students make up by their studies the difference between the work of a sum-

mer class and that of the regular academic year. This matter has been considered in many other places where summer sessions are held and there seems to be no tendency to reduce the credit given for summer session classes.

The work of the pedagogic classes was made as practical as possible. The course in agricultural science included study of the following: roots, stems, leaves, flowers, seeds, soils, gophers, insects, plant propagation and fungous diseases of plants. The students made local or extended tours for study of the phenomena especially valuable to them and also visited the Forestry Farm near Sutherland. The students in the art classes received instruction in model drawing, freehand drawing with special attention to blackboard drawing as required in the classroom, designing and handwork. In health education the time was equally divided between school hygiene and physical training. In the first quarter the time was devoted to a course in physiology supplemented by a lecture on tuberculosis by Dr. Ferguson, Superintendent of the Qu'Appelle Sanatorium, and a course of lectures on bacteriology by Dr. Manning, Professor of Chemistry at the University. Marches, folk dances, folk songs, games, sports and dumb-bell exercises were taught. In the second quarter a course in practical school hygiene, first aid and home nursing was given. This was supplemented by two lectures on eugenics given by Prof. W. P. Thompson of the University. In addition to a review of the first quarter's work in physical culture, club-swinging and curative and preventive exercises were taken and a programme of work for the year for each teacher was planned. The course in household science included lectures and practical work in cooking, sewing and household administration. In connection with the last-named, excursions were made to two local furnishing houses. A well-rounded course in manual training was provided, in which, besides the regular work done in the shop a series of lectures was given, with instruction in mechanical drawing and some work in design taken with the art class. The music course covered the work required for Grade VIII and the Junior Form of the High School. Elementary form, with special reference to the construction of the hymn tune, folk song and ballad, elementary acoustics and a brief historical survey completed the theoretical part of the course. The practical part dealt with schoolroom methods, chorus conducting, tone production, etc., and a curriculum for each grade of the public school was outlined for the guidance of the students.

To relieve the strain of the steady class work, lectures in subjects apart from classroom work were arranged for the evenings, also concerts, dances and excursions to points of interest. Professor J. B. Arp, Superintendent of Schools, Jackson County, Minnesota, spent an entire week at the Summer School, delivering an address every evening. Lectures were also given by Professors Manning and Thompson of the University staff; Mr. J. E. McLarty, formerly Director of Rural Education for Prince Edward Island; Mr. F. Bradshaw, Chief Game Guardian for Saskatchewan; Dr. Ferguson, Superintendent of the Qu'Appelle Sanatorium; Mr. Norman Ross, Chief of the Tree Planting Division at Indian Head;

Superintendent McLean of the Forestry Farm, Sutherland, and
Dr. J. T. M. Anderson of Regina.

Summer School Staff.

PRESIDENT:

Walter C. Murray, LL.D.

REGISTRARS:

A. R. Weir, University of Saskatchewan, Saskatoon

R. F. Blacklock, Department of Education, Regina

INSTRUCTORS:

AGRICULTURE AND ELEMENTARY SCIENCE:

W. J. Rutherford, Dean of the College of Agriculture, Saskatoon

Professor Bracken, University, Field Husbandry

Professor Tisdale, University, Animal Husbandry

Professor Hogg, University, Physics

Professor Thorvaldson, University, Chemistry

A. M. McDermott, B.S.A., Assistant Director of Elementary Agriculture, Regina

M. R. Ballard, B.Sc., Instructor in Agriculture and Elementary Science, Collegiate
Institute, Moose Jaw

HOUSEHOLD SCIENCE:

Miss Isabel Shaw, Assistant Director of Household Science, Regina

Miss Lilla Isbister, Teacher of Household Science, Saskatoon

Miss Margaret Campbell, Assistant Director of Household Science, Regina

ART AND MANUAL TRAINING:

Mrs. M. V. Thornton, Instructor in Art, Regina College, Regina

W. W. Snider, Instructor in Manual Training, Collegiate Institute,
Moose Jaw

David Swan, Instructor in Manual Training, Provincial Normal School, Regina

FRENCH:

Professor MacDonald, University

HISTORY:

Professor Morton, University

MATHEMATICS:

Professor Ling, University, Trigonometry, Algebra

HYGIENE AND PHYSICAL CULTURE:

Miss Jean Browne, Director of School Hygiene for Saskatchewan, Regina

Miss Jean Urquhart, Extension Staff in Hygiene, Department of Education, Regina

Miss Pearl McNeill, Instructor in Physical Culture, Collegiate Institute, Regina

MUSIC:

W. E. McCann, Supervisor of Music, Public Schools, Regina

REGINA, January 1, 1920.

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to present herewith my report as Director of Rural Education Associations and School Exhibitions for the year ending December 31, 1919.

The development of the School Exhibition and Rural Education Association movements in 1918 was so rapid and future possibilities so apparent, that the Department of Education decided to place these activities under the direction of a person who should spend his full time and energy in this work throughout the province. In November, 1918, I received this appointment and assumed my duties early in 1919.

In planning the work it was decided to continue along the lines which had proved so satisfactory in the past. Not only should school exhibitions and rural education associations be assisted in their immediate needs but also every opportunity should be grasped to bring about a true understanding of the place and purpose of these activities. This implied lectures to teachers in training and in the field as well as public meetings where the general public were given an opportunity to study the work. In every phase, the school inspector was recognised to be the man in charge of the educational work of his district and an endeavour was made to keep definitely in touch with him in everything attempted. In this report the work will be considered under three main headings, viz.: School Exhibitions, Rural Education Associations and general educative propaganda.

School Exhibitions.—The first decade of this work in Saskatchewan has just ended. Of this period the first half was devoted to discussion and education while the latter portion has been a season of rapid development, as indicated by the following statement of the numbers reported year by year.

Year	Numbers reported
1909.....	1
1914.....	14
1915.....	42
1916.....	84
1917.....	129
1918.....	175
1919.....	207

Not only has this development been marked by increase in numbers but there has been as well a marked adaptation of the work to the school and its needs. The first exhibition was an attempt to truly express the school and its activities. The exhibitions of the past year have, more than ever before, given the public an opportunity to see what is being done in the schools of Saskatchewan. That this opportunity is being well made use of, is shown by the attendance figures which promise, when all reports are in, not only greatly to exceed those of previous years but as well to show a higher general average.

But the school exhibition of today is doing more than merely express the work of the school. It is emphasising those phases of work which should have greater attention such as music, public speaking and play. Each year sees a development of the contest work which brings the attention of the public to these weak points and prepares the way for such modification of the school programme as shall make it possible to adequately meet present day deficiencies. It is pleasing to note in this connection the growth of club work such as poultry raising, calf feeding, swine growing, etc. By means of these projects the child is given an opportunity to do something of his own, he goes into business and at once becomes more interested in the life about the home. The value of such work cannot be over estimated and its further development is ardently hoped for.

With the growth of the work new difficulties have arisen. The value of holding at least one "children's day" during the year has appealed to all. Into this day has been crowded the school exhibition, the sports programme, boys' and girls' club work, and the many special contests such as physical training, spelling, etc. This makes a very long programme which frequently lasts far into the night. To overcome this a number of points are holding a two days' exhibition. Others hold a sports' day in connection with a school picnic early in the summer. Others have done away with the evening meeting and are holding their contests later at the time of the annual meeting. It would seem not at all out of proportion to have two or even three days during the year specially devoted to the work of the school children.

Whatever the future of the school exhibition may be, it is rapidly reaching the stage of satisfactory organisation. In a number of inspectorates there is now a complete scheme whereby each school is attached to a group and every child has an opportunity to exhibit the results of its efforts. There are several varieties of organisation which are more or less modifications of three main types. The beginning is usually of what might be termed the local autonomy type. A group of schools form an organisation and develop a prize list and programme of work without any relationship to neighbouring groups. At the other extreme is the central inspectorial form in which a committee of the Teachers' Association of the inspectorate develops an inspectorial prize list, selects local centres and designates the grouping of schools constituting these locals. The local centres finance local operations and provide funds for the central organisation which in return holds an exhibition at which the winning exhibits from the locals are eligible to enter. Another type developed during the year in which the rural municipality constituted the territory for a central organisation which arranged an exhibition at which the winning exhibits of the locals were shown. In this case the locals consisted of groups of two or three rural schools each. Schools of more than two rooms were classed as locals and could only enter three exhibits in each section at the central.

As hinted in last year's report, practice more and more inclines to the natural trading group as the most efficient unit for school

exhibition purposes. The principle involved is simply to make use of the usual habits of travel in the community when planning the exhibition. During the year several Rural Education Associations recognised this principle and held two, three and even four exhibitions in the municipality involved.

Again, the work is becoming more efficient through early organisation. Already a number of centres have the 1920 prize lists printed and in the schools. Several have their work in such good shape, that new booklets are not being issued, last year's lists with a few slight amendments being used for 1920.

The largest problem now facing the movement is the establishment of standards. It is impossible to supply judges in sufficient numbers to visit all the exhibitions and do all the judging. Local judges must be pressed into service. It is felt that there should be leadership provided in this phase of work and therefore an attempt has been made to send to each point one or more outside judges. To bring this about arrangements were made with the various branches of the Department of Education, the Department of Agriculture, the University Extension Department, the Normal Schools and some of the Collegiates whereby all available help was pooled and much duplication of effort avoided. In this way expert assistance was provided at 160 points. Very frequently the visiting judges were given opportunity to address the public on some phase of school work.

It is hoped to render still greater assistance in this regard in 1920. To make such possible, exhibitions must be arranged in circuits so that time and energy may be best utilised and travelling reduced to a minimum. In 1919 several circuits were arranged and during the fall a great deal of preliminary work was done toward a complete organisation of the province for 1920. At present, indications are that with few exceptions this principle will be accepted and the exhibitions of 1920 will be held on dates which will make it possible to have two or more outside judges at each centre.

At the annual convention of the Saskatchewan Teachers' Association in April, an exhibit of prize winning material from inspectorial centres was shown. This was simply a beginning of what is hoped will develop into an important feature of the convention. Certain difficulties in operating such a scheme have prevented the development expected this year, but the idea has not been dropped and will be carried into effect in the near future.

Rural Education Associations.—Another year of marked success in the Rural Education Association Movement has just closed. Of the eighty-three associations reported in existence at the end of 1918, some seventy-four reorganised and carried on a successful year's work. During the year forty-one new organisations were formed while three points where associations had been in existence but allowed to lapse, again took up the work making a total of forty-four in addition to the seventy-four referred to above. This constitutes a record year in organisation work which closed with 118 associations in good standing.

Number of Rural Education Associations 1916 to 1919 inclusive.

Year	Organised during year	Re-organised during year	Disbanded	Operating at close of year
1916.....	38	..	..	38
1917.....	26	31	7	57
1918.....	33	50	7	83
1919.....	44	74	9	118

A study of the above table indicates that the movement is growing in stability. In 1917, 18.4 per cent. of the associations failed to reorganise. This dropped to 12.3 per cent. for 1918 while during the past year only 10.8 per cent. gave up the work. While it is not possible to show all the other evidences of permanency a close study of the work convinces one that the association is finding for itself a real place in the life of our province.

During the year three inspectorates, Elbow, Milestone and Humboldt joined the ranks of those completely organised into Rural Education Association groups. Marked progress toward this same end may be noted in several other portions of the province. The new associations have in most cases organised on the community group basis rather than following municipal lines, and in some cases further reorganisation toward this end is likely to take place.

The school exhibition continues to hold the premier place among the activities carried on. The growth of general community effort, however, has been very marked throughout the year. Boys' and Girls' Club work had developed, relatively, more than any other activity and experience shows that the Rural Education Association is the most satisfactory organisation under which to carry on such work. In a growing number of instances a definite attempt has been made to develop a full community programme. For example, the Eldon Association with centre at Maidstone reports that upon reorganising late in 1919, it was decided to carry on the work in four main divisions or groups with a separate committee in charge of each. These divisions or branches are: 1. The School Exhibition in charge of a committee of teachers; 2. The Boys' and Girls' Club of which the Sheep Club was best developed, this club committee being made up of prominent farmers expert in sheep, pig, or poultry raising; 3. A sport's department of which the committee was planning a complete programme of school sports culminating in a community sports' day and 4. The Social Department to provide and promote social work and entertainment of educational nature for the community.

As hitherto, the early spring months have been most popular for organisation purposes. As the true character of the Association is becoming known, there is less excuse for putting off the organisation meeting and a growing tendency is shown to organise in the early fall. This is most evident in matters of reorganisation, a large number having decided to hold the annual meeting in Novem-

ber and early December. In this connection quite a few have held the contests in spelling, singing, etc., at the time of the annual meeting, thus removing the long evening programme from the the school exhibition which certainly has sufficient of interest and entertainment without it.

The call for assistance at Rural Education Association meetings is much greater than can be supplied. Over twenty-five centres were visited personally and assistance was arranged, for as many other points. In this phase of the work the co-operation of all interested in community betterment has been freely sought and as freely extended in so far as conditions would permit. Practically every association has held at least two public meetings and many have organised series. It is for such meetings that the request for assistance is most urgent and every effort is put forth to provide the help desired.

The library of lantern slides is at last coming into real service. For a time it seemed as if the effort was not worth the trouble. Toward the end of the year, however, the demand became so great that it was found necessary to arbitrarily arrange lecture sets and therefore reduce the number of topics. Sixteen lecture sets, numbered and named as follows are now available for loaning.

Lecture Set No. 1	The British Empire.....	70	slides
Lecture Set No. 2	Agriculture in Many Lands.....	75	slides
Lecture Set No. 3	Homes and People of Many Lands....	70	slides
Lecture Set No. 4	Child Life.....	70	slides
Lecture Set No. 5	Food Stuffs and their handling.....	70	slides
Lecture Set No. 6	Industries related to the home.....	70	slides
Lecture Set No. 7	Mining and Manufacture.....	75	slides
Lecture Set No. 8	Animal Life.....	70	slides
Lecture Set No. 9	Architecture.....	70	slides
Lecture Set No. 10	Hills and Mountains.....	75	slides
Lecture Set No. 11	Europe	75	slides
Lecture Set No. 12	Asia and Africa	70	slides
Lecture Set No. 13	United States and Possessions.....	75	slides
Lecture Set No. 14	The American Continent.....	70	slides
Lecture Set No. 15	Canada.....	70	slides
Lecture Set No. 16	The British Isles.....	70	slides

A number of associations having secured lanterns during the year are organising work among the schools in their groups. Several have arranged with local ministers to use their lanterns for such meetings

The function of the Rural Education Association has become much clearer during the year, and its true place is becoming appreciated. The need for some such organisation is greater than ever and when once fairly tried, it has proven its value. During the year, School Agriculture Circular No. 12 "The Rural Education Association, a Community Organization," was prepared and issued, in which an attempt was made to place the association and its work in better perspective. The development during the latter part of the year indicates that this effort has not been without its effect. The community character of the association is secured through the Board of Directors which consists of representatives from every group organisation in the community. We have, therefore, in the Rural Education Association a true community club, rooted in the only community institution in general existence—

the school. The possibilities of such an organisation are tremendous and the future development of the work quite beyond present appreciation.

General Educative Effort.—In order to develop in the teachers in training an intelligent understanding of their duties in regard to School Exhibitions and Rural Education Associations, a visit to each Normal School Centre was arranged. To conserve time and energy the inspector of Normal Schools requested that a short course in school agriculture, similar to that given in previous years, be put on at the same time. January and February were devoted to this work, a course of talks on School Agriculture, School Gardening, Nature Study, the School Exhibition and Rural Education Association being given the Third Class Normal students at Estevan, Weyburn, Moose Jaw, Moosomin, Yorkton, Prince Albert and Saskatoon, while a discussion of the school exhibition work was held with the First and Second Class students at Regina and Saskatoon.

Wherever and whenever opportunity presented itself, the claims of the work were placed before the general public. Some forty-five public addresses were given, including one before the Trustees' Convention and ten at Teachers' Conventions. At practically every school exhibition, opportunity to speak was afforded while the meetings of the Rural Education Associations were always attended by large numbers of the people of the community.

In addition to the above, almost four weeks were spent on the Better Farming train. As in previous years, a special schools' section was provided by which the school children in attendance at the train were given a programme of their own including lantern lectures on birds and animals, inspection of the train under direction and a series of moving pictures. Arrangements were made so that schools attending the train would be considered in regular session. The record of attendance shows that sixty points were visited at which a total of 11,670 school children attending 388 schools saw the train. Three hundred and twenty-seven teachers were also in attendance.

During the period usually allotted to vacation, a special trip was taken for the purpose of seeing the methods of carrying on similar work in other places. The summer meeting of the National Education Association at Milwaukee was attended and Chicago and Northwestern Universities visited. Several days were spent at Madison where the organisation of boys' and girls' work, agricultural courses in High Schools, special community service and community library work was investigated. In Iowa, a visit was made to Iowa State College at Ames and to Iowa Teachers' College at Cedar Falls. Here a further insight was gained in regard to the practical working out of club projects. At the latter point, a number of rural schools, which are associated with the Teachers' College for training rural teachers, were inspected and several consolidated schools visited. Similar work in Minnesota was investigated, especially at the University and Department of Public Instruction. In Winnipeg, the Manitoba Agricultural

College was visited and the summer school work discussed. In this way much assistance was obtained and it was possible to see our own work in Saskatchewan in better perspective.

The demands of the work in general during the later summer months were such that the services of Mr. A. R. Brown, who had assisted during 1917 and 1918, were again secured, while from time to time, especially during September and October, a large number of trained men and women were pressed into part time service.

In conclusion, I wish to thank the school inspectors, the members of the various branches of the Department, the staffs of the Normal Schools, the workers and directors of the University extension service and all others who by their sympathetic assistance and co-operation have made it possible to accomplish the work that has been referred to in this report.

Respectfully submitted,

FRED W. BATES,
Director of Rural Education Associations.

REGINA, January 1, 1920.

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—With the beginning of the New Year, I had the pleasure of undertaking a somewhat newer phase of secondary education. According to Dr. Foght's report, there are many thousand youths in the province 14 to 21 years of age with very indifferent education; not qualified to enter High School and yet of High School age and sorely in need of higher education. For such, this type of work was specially designed.

The Department of Education has for some time encouraged special work for both boys and girls in Collegiate Institutes and High Schools of the above ages specially adapted to the needs of those in rural districts whose education may have been interfered with or neglected; but perhaps due to difficulty in obtaining competent assistance, little was undertaken by school boards.

Conditions being particularly favourable at Moosomin, the Department co-operated with the Collegiate Institute Board at the above place. Neighbouring and local municipalities were circularised to know of interested persons desirous of obtaining further education.

This work was planned during the early autumn of 1918, to be opened in November, but due to epidemic influenza progress was delayed till the New Year. Some difficulty was experienced in securing a competent instructor. Finally, it was given to me to take charge of this work as a demonstration. Work began January 6.

The agreement was that the Collegiate Institute Board should provide class room accommodation and incidental expenses such as conveyance of the class for demonstrations. Only on one occasion was any outlay necessary, conveyance at other times being willingly offered by students or interested persons who accompanied the class. No expenditure whatever was made necessary for class room equipment.

The special agriculture class formed a regular part of the school and this is as it should be. There seems no good reason why a class of such students should be segregated because of the special requirements and mode of work of its members. In this case the young men of the class automatically became members of the collegiate literary and other societies.

There was some interchange of work between the special instructor and other members of the Collegiate staff. In this regard improvement might be made so that every member of the staff should come in contact with the class. This would be mutually beneficial. It may even necessitate reconstruction of the time table of the various forms but will well repay the effort in far-reaching effects.

Much credit is due the citizens of Moosomin for their sympathetic and helpful attitude in many ways for the duration of the course in opening their homes and providing entertainment and hospitality frequently during the term.

For the first ten days, the registrants were eight in number. This number grew to 27. No students were lost through discontinued attendance. The ages ranged from 14 to 57 with an average of 22. They came from homes in Moosomin—having come in for the winter months from nearby farms and in some cases students drove in each day bringing other members of the family for regular school work. Others came from within a radius of ten to sixty miles. The regularity and punctuality of attendance of the members of the class is worthy of mention.

The students were of varied previous educational attainment, from Grade III to that of Third Class Teacher's certificate or its equivalent, and, as might be expected, individual students were variously capable of assimilating instruction given. In this respect, they were quite the average of those who would be found in any locality in the province. For this and other similar reasons, this information is submitted thus in detail since the methods employed and the information gained may be of value as representing a fair average of conditions prevailing throughout the province.

Nearly all the students had been out of school for many years—from two to twenty or more, so that recovering many principles of educational work previously acquired, served to brighten them and show their application to new and interesting problems. The whole programme, while allowing much latitude, had necessarily to be adapted to the varying needs of the class as these became apparent. The time table followed is herein set forth:

Time Table.

9.30-10.15 Poultry	Cereal Husbandry	Animal Husbandry	Dairying	Soils
10.15-10.45 Business Forms	Arithmetic	Business Forms	Civics	Composition
11.00-11.30 Arithmetic.....	Literature	Poultry	Literature	Economics
11.30-12.00 Writing.....	Dairying	Public Speaking	Writing	Economics Home-planning, Economics question drawer
12.00-1.30 .....	.....	.....	.....	.....
1.30 Poultry or Dairying...	Plants and Seeds, Weeds	Animal Husbandry	Soil, Physics and Chemistry	Public Speaking and Literary Work

Manners, morals, social practice and physical training taken at suitable times.

It will be seen that the major part of the time was given to various phases of agriculture, for example—animal husbandry, dairying, poultry, plants, weeds and seeds, soils, etc. This is as it should be in special work whose object is to educate in terms of, and to give increased interest in rural life.

An attempt was made to be entirely practical in all work, As will be seen from the foregoing time table, the forenoon work was mainly lecture in preparation for the afternoon practical work. For example, when, on Wednesday afternoon an excursion was to be made for judging a herd of Herefords, the morning period and others previous were spent in a study of this type and breed in respect to its history, conformation, records, noted sires and dams, marketing and feeding, colour markings, adaptability and suitability for Saskatchewan conditions, etc. A time spent previous to excursion work was well spent in enabling students “to go out for to see” and profit. It meant system instead of chaos and meaningless effort.

After an excursion, too, some time was always given to discussion of points arising out of the day’s work. In this regard, it is surprising how little better work was done by the mature students living in contact with similar opportunities as compared to those younger and new to such work. Notable, too, was the lack of systematic effort in placing awards and, in fact, in most practical work undertaken. As notable too, was the interest taken and rapid improvement.

However, the judging of live stock was only a means to an end. All classes of farm stock, horses, cattle, sheep and swine, were dealt with in the same way. The best pure bred herds and flocks were used in each case because these were within easy reach and because they were of greater value under existing conditions.

Outsiders, men of the town and district frequently accompanied the class on excursion work and visited for regular class periods. This was encouraged as it made for a better understanding of the work by the public and gave a confidence and interest to all concerned.

An outline of various work in several departments may suffice to show the nature of the work carried on. Had not special effort been made to make so thoroughly practical, work so admirably adapted to such treatment, much of the interest and value would have been lost. It is not so much a new education as a new method that is needed and here applied.

It will be noticed that there is much on the time table which, perhaps, might not be considered as agriculture—nor is it in the narrow sense of the term. Educational work of this kind must embrace the many activities and interests of a fuller rural life—fuller and more meaningful than has been lived heretofore.

The nature of the work was not so much “agricultural education,” as it was “educational agriculture.” Farm arithmetic, business, literature, civics, economics, public speaking and physical training, have a very large place in rounding out and balancing the training intended to be given by these classes to those it is hoped to reach.

Under farm arithmetic, practical problems leading out of class work were developed, for example: “Saskatchewan annual rainfall being seventeen inches, how many gallons of water would be collected on a roof of given dimensions and how large a tank in the basement would be required to hold it?”

“If a tractor travelling three and one-half miles per hour draws two ploughs cutting 12 inch furrows, how much can be ploughed in two working days?”

Business forms included such as cheques, drafts, money orders, promissory notes; the uses, abuses and essentials of each.

In literature, it was planned to give an acquaintance with standard authors both in poetry and prose; also, by selecting articles from farm papers and magazines, enabling students to read intelligently. If reading can be encouraged and made more meaningful it is felt that a brighter and fuller life might be enhanced under rural surroundings.

Civics embodied an acquaintance with the formation and business working of legislative bodies—all this leading to individual duties of citizenship.

Economics comprised the study of farm labour, co-operation in different branches of farm work which makes for success where individual effort might fail, planning of farms, farm homes and buildings, the care and preservation of farm machinery and appliances with a view to economy thereby.

Perhaps one of the most notable improvements was seen in what we choose to call “Public Speaking.” The class was thoroughly organised. Mr. Jas. Sharpe, Chairman of the Collegiate Institute Board, under whose auspices the work was carried on, was appointed Hon. President. The president, vice president and committees—all offices, save that of secretary, changed each

two weeks, thus giving every member of the class an opportunity of gaining a working experience on the executive. On some occasion the addresses given were quite impromptu, but at other times, the speaker was given several days during which to acquire information and to organise experience in certain lines to make his thoughts of value to others. This subject was a training to a large degree in parliamentary practice. The object was not to develop orators, but to enable a man to take his place before others and state his opinions clearly and concisely. Confidence and force come only by practice in this regard. The improvements were well nigh unbelievable.

Penmanship and spelling needed, perhaps, more time than could well be given. Surely in these two subjects our average Saskatchewan student is weak. These subjects were given a fair proportion of available time, but even at that the progress was slow.

We were fortunate in having in the Collegiate a returned soldier, previously a local student and completing his work on his return. His services were enlisted for physical training of the class. In early periods of the regular class work, as might be expected, boys having been out of school for some time, were unable to apply themselves for any length of time. Short intermissions with limb and trunk exercises were interspersed between periods and when, later, Mr. Ireton's services were so kindly given, three periods weekly were taken in systematic gymnasium work. Besides this regular time was taken for organised sports, particularly hockey.

Soils, soil chemistry and soil physics were studied only in principle and outline—first, because special equipment would have been necessary and second, because it was difficult to arrange the time table for all classes concerned.

To this time, no doubt, we have left the education of the young wholly to teachers in charge, even though those concerned be our own children. It is, of course, the teacher's business to teach school and, perhaps, she would resent any interference of parents, but surely the parents and teachers ought to be working in harmonious partnership for the best results to be obtained. Parents and local authorities should be invited to the school frequently to see its working and to assist in any place where they may be competent or specially qualified to do so. This plan was followed at Moosomin. Some of the most valuable and interesting periods were spent by the class in listening to specialists in different walks of life.

Regular lectures were given by Mrs. Feeny, the school nurse for this inspectorate, so that each member of the class had an opportunity of qualifying for and writing upon the examination in First Aid work. Fifteen members of the class obtained First Aid Certificates.

Mr. Dunbar, V.S., gave a series of very practical and interesting addresses on veterinary topics such as feeding and care of farm stock, contagious diseases, glanders, etc. From his intimate knowledge of conditions prevailing in the district, he made all features of his work fit the home conditions.

J. Strang, B.A., a local barrister, acquainted those interested with mortgages of different kinds, lien notes, registration of documents, etc., as well as what might be called "Geography," viz., location of a section by number, etc. Himself an experienced teacher, the material which he chose for dissemination was just what even an experienced citizen might greatly appreciate.

Frequent excursions were made to the local creamery, where Mr. Slater, in charge, extended to the class every hospitality. The work of weighing and testing milk, cream and butter, packing and shipping, pasteurising, cooling, refrigeration, etc., added a large amount of valuable information. Here again this helped, incidentally, to make for a better understanding between patrons and institution.

An excursion was made to the local gas plant where a full explanation was given of the manufacture and control of acetylene gas. A demonstration was given also of a plant suitable for farm purposes. This, it might be said, was customarily done; that is, the seeing of certain methods in town was always a stimulus to a creation of better conditions on the farm.

Other excursions were made to local elevators and to conventions in the town held, for example, in the interests of co-operation, Grain Growers, etc. Some from outside who gave addresses or practical talks were the local ministers, Revs. Gross, Reeves, Heathfield and Greening. Mr. Whiting, President of the Board of Trade, Mr. McCreary, District Supervisor of Delco-Light, Mr. Brown, Manager of the Bank of Commerce, Mr. Learmonth, Provincial Superintendent of Institutional Farms, Messrs. Corcoran and Howard, Field men for Y.M.C.A., Dr. Snell, Inspector of High and Normal Schools, Mr. Sharpe, Chairman of the High School Board, on grading and shipping of grain and others.

There were frequently visitors who came to hear part of the lectures or merely to see the class at work. Among these, beside the above named, might be mentioned the municipal councillors, who came in a body to learn more in detail of the plan and nature of the work.

Numerous others did much to make the results so gratifying by co-operating in a quiet but large way, and this opportunity is taken of thanking them. Among them were those who extended hospitality to the class on the occasion of excursions for stock work, Messrs. Cooper, Kinsie, Field, Wilson, McLoughry and Phin.

At the conclusion of work, the class was organised as "The New Furrows Association" whose object is to better rural life and conditions. It is hoped to work out some of the advantages arising from discussions in class.

The Collegiate Institute Board, the Board of Trade, the councillors from adjoining municipalities have entirely approved of this venture and have indorsed it in a resolution forwarded to the Premier and Department of Education.

Glowing tribute should be paid to the Department of Education, in particular, the Deputy Minister, A. H. Ball, M.A., LL.B., whose farsightedness and faith in the work was an inspiration to those in charge and made the work possible, and to the Collegiate

Institute Board, the principal and staff of the Collegiate Institute and others who so kindly and thoughtfully assisted the class and instructor in making the work a success.

This experiment was conducted at Moosomin under what are quite the average conditions prevailing in Saskatchewan. It was intended to serve, as well, as a demonstration for other districts. Improvements or changes might be necessary and modifications could be made to adapt the work to other needs and circumstances, but this might easily be done.

This—a reconstruction period—seems a particularly suitable time. The need is great; the means are at hand. Essentials of success are, first: a sympathetic and co-operatively inclined people; second, a broad-minded principal and staff; third, the best possible man in charge of the work—all of these, seeing in rural life, as a foundation of democracy, unlimited possibilities, and willing to contribute of their personality to its uplift and improvement.

From correspondence received at the Department of Education from time to time, it is well known that in many centres throughout the province High School Boards and Public School Boards are considering just such work as this. This report is made with a view to acquainting them with principles to be carried out in making the work a success.

On the completion of the Special Course at Moosomin though spring work was at hand, a beginning was made in similar work at Grenfell. Class room accommodation was not available but room was secured above the post office.

Classes were held in the afternoon and evening for a period of three weeks. These were largely attended, the programme was the same as that outlined for Moosomin. It is hoped to carry out to completion the work begun at this point.

During May and June, besides preparation for Summer School work, assistance was given the inspector for the Elbow districts, Mr. H. A. Everts, B.A., in organising Rural Education Associations throughout his inspectorate.

On the conclusion of Summer School work at the University of Saskatchewan, I undertook assistance with School Fairs, particularly in the judging of agricultural products and school work. Assistance was given at Borden, Radisson, Tisdale, Alsask, Flaxcombe, Kindersley, Foam Lake, Leslie, Elfros, Saltcoats, Annaheim.

A programme of varied nature frequently including contests in the various departments of regular school work usually occupied a part of the afternoon or evening. At that time I usually had opportunity of addressing those assembled on the value of the work and school fairs educationally. Wherever opportunity permitted, classes were organised to go over the awards to learn the reason for awards and excellence of exhibits. More and more must the school fair represent an exhibit of the best of the year's work rather than much effort crowded into a few days previous to fair dates.

Various competitions were held somewhat out of the ordinary. Worthy of mention was one in the Flaxcombe district several schools competing in the beautification and arrangement of school grounds. In this contest there were five entries and close competition.

I attended and addressed teachers in convention at Tisdale, Saltcoats and Wadena, and addressed several other meetings during the year, on educational topics. Many contributions were sent agricultural and educational magazines.

During most of the past year I have also had charge of tree planting in school grounds of the province. Due to very unfavourable soil and weather conditions, less was done in this connection than usual. Great difficulty is continually experienced in convincing school boards that the requirements of agreements must be thoroughly and carefully carried out. Too frequently plans of school grounds must be returned repeatedly to secretaries for data asked for in this regard.

Much time was spent during late fall and early winter months in organising special courses at various centres throughout the province. It is hoped to carry out these plans at Cupar, Tantallon and Moosomin.

I have earnestly striven to assist and advise wherever opportunity appeared, not so much to add new work to the course of study as to give, whether through nature study, science or agriculture itself, a new phase of interest to education which will fit the young for "complete living" under our own peculiar conditions.

I have the honour to be, Sir,

Your obedient servant,

A. M. McDERMOTT.

NEW YORK, *October 1, 1919.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I beg to submit herewith my report for the first half of the year 1919.

The outstanding feature of the work in Household Science during this period was the short courses conducted by the extension staff during February, March and April in the following places: Moosomin, Grenfell, Estevan, Griffin, Melfort, Rosthern, Watrous, Herbert and Cabri. I visited each place, made the necessary arrangements with the board of trustees and the school principal and visited the classes when in session. The boards of trustees were most willing to co-operate by furnishing the necessary equipment and supplies. In three of the centres where the room was small, some of the equipment was loaned by the hardware merchant or the pupils attending the course. The cost of supplies did not, in any case, exceed \$25. The total cost of equipment and supplies did not exceed \$100 and in the majority of cases it was much less. The classes were held in the school building with the exception of two places where crowded conditions made it necessary to secure a room elsewhere.

The length of the course was about three weeks. This was found to be much too short.

The attendance was good as the following list will show:

Centre	Number in attendance at day classes	Number in attendance at evening classes	Total
Estevan.....	55	42	97
Melfort.....	55	24	80
Herbert.....	18	48	59
Watrous.....	35	24	59
Grenfell.....	29	25	54
Rosthern.....	31	13	44
Cabri.....	32	9	41
Griffin.....	9	25	34
Moosomin.....	16	12	28
Totals.....	280	222	503

Those attending the day classes were girls from the high and public schools. In Melfort, the boys attended but in the other places there was no room for them. In Moosomin, girls from the country paid their board in the town in order to attend the day classes. A course in agriculture was going on at the same time and the two classes had a pleasant time socially. Those attending the evening classes were business girls, teachers and married women, the last mentioned being in the majority always.

The subject matter of the course included problems in sewing and cookery. The sewing was taken in day classes with the school girls. The stitch forms were studied with application to a simple garment. Patching and darning were taught the girls of Grade VIII. As there were no machines, hand sewing only was taught. The cookery consisted of food study and practice in preparation of fruits, vegetables, milk, cereals, egg, cheese and cornstarch dishes, puddings, salads, invalid cookery, food for children, noon lunch dishes, table setting and serving. The course usually closed with a banquet prepared and served by the class. The guests were the members of the school board, the inspector, the teachers, the mayor of the town and other citizens interested in education. Following the banquet was a discussion on the value of the course and the possibility of having a permanent teacher of Household Science.

The popularity of these courses is gratifying. Their success is largely due to the excellent teachers of the extension staff who had charge of them. Great interest was shown by the married women, who attended all the classes open to them. In Estevan, Grenfell, Herbert, Watrous and Griffin, where women attended in large numbers in the evening, the work was given in the form of lecture and demonstration in accordance with the request of those attending. In Herbert, women came who could not read the recipes nor speak English. They watched the demonstrations and their friends read the recipes to them.

Many letters were received regarding the courses, containing expressions of appreciation to the teacher for excellence of work and to the Department of Education for organising short courses and sending teachers. They also expressed a desire that Household Science be taught in the school during the following school year and if this could not be accomplished that the short course could be given next year, with extension of time. All thought the course too brief.

The following comments and suggestions have been received from those in charge of the courses:

1. The limited time makes the work too strenuous. Because the interest is intense and the numbers are large, the teacher is urged to do more than she is physically able to do. Under such conditions, two teachers should be sent to a centre.

2. The time of the course should be lengthened to three months and a teacher of Household Science, a teacher of Agriculture and a school nurse give instruction to two classes, one of girls and one of boys.

3. Places that have purchased equipment for short courses and that do not engage a permanent teacher during the year, should be offered a short course next year.

4. Short courses should be given in the summer time in order to serve boys and girls in the country who have missed part of their education because of having to help at home. The inclemency of the weather in the winter prevents many from taking advantage of the classes held during February and March.

The most marked result of this work was shown in the desire of the people to have Household Science taught in the schools. Many discussed the possibility of having an itinerant teacher. This was under consideration at Cabri, Herbert, Grenfell and Melfort. At Estevan, the people wish to have a permanent teacher who will take the work in the high and public schools. If these places do not take steps this year, I would advise visiting them next year with a short course. This will encourage them to take definite steps.

Inspections.—Inspection of work in Household Science was made in Regina, Moose Jaw, Saskatoon and Kamsack public schools and in the Collegiate Institutes at Saskatoon, Regina and Weyburn. The recent regulations governing the grants for Household Science have been instrumental in awakening active interest on the part of boards of trustees. Many inquiries have been received regarding choice and cost of equipment. For the purpose of providing such information, Household Science Circular No. 2 entitled, "Equipment for Household Science" was prepared and printed in June. It contains plans of suitable work-tables and cupboards and gives directions for arrangement of rooms. Lists of equipment with prices are given for classes of 24 and for classes of 12.

Rural Schools.—Two years ago a questionnaire was sent out to the rural schools to ascertain the extent to which noon lunches

were provided for the children. It was found that 250 schools were active in this respect. In comparison with other provinces in Canada, this was very satisfactory.

In May of this year, another was sent regarding work in Household Science. The questions are as follows:

1. *Noon Lunch:*

- (a) Do you remain at school at the noon hour with your pupils?
- (b) Is a warm dish served to supplement the cold lunch brought by the pupils?
If so, what is served?
- (c) How do you obtain your supplies?
- (d) Do you sit with your pupils at a table or are desks used?
- (e) If you are not having the noon lunch, why?
Do you expect to have it?
If so, when?

2. *Equipment:*

- (a) What articles of equipment are you using?
- (b) How was it obtained?
- (c) What is the total value?

3. *Sanitation:*

- (a) Give the method of cleaning after the lunch.
- (b) How do you keep the equipment clean and in good order when not in use?
- (c) What method is used for cleaning the school room daily?
- (d) Where is the water obtained ?

4. *Sewing:*

- (a) Do you teach sewing? How much time is given?
- (b) What work is attempted in sewing?

The report for the last half of the year will be presented by Miss Shaw, Acting Director of Household Science.

In conclusion, I wish to express my appreciation for the year's leave of absence granted me for the purpose of continuing my studies at Columbia University, New York City.

I have the honour to be, Sir,

Your obedient servant,

FANNIE A. TWISS,
Director of Household Science.

REGINA, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I beg to submit the following report of the work of the Household Science Branch for the year 1919.

The staff, owing to the leave of absence granted to the Director, Miss F. A. Twiss, and the resignations of Miss Hiltz and Miss Neelands, was reduced to two in number for the months of July and August. These two carried on the Household Science work of the summer session. Fifteen students were in attendance. Through the kindness of the Director of School Hygiene, our students were permitted to spend six hours each week with the Health Education class and to attend the special lectures given by Miss Browne, Dr. Ferguson, Dr. Manning, Dr. Murray, Dr. Middleton and Dr. Thompson.

On September 1, Miss Jean F. Flatt and Miss Margaret McColl were appointed assistants in this branch. In September and October, Miss Flatt attended the following school fairs: Borden, Maidstone, Meota, Stornoway, Rhein, Springside, Sheho, Theodore, New Insinger, Yorkton, Jansen, Kandahar, Lemberg and Morse. She gave addresses at the conventions held at Morse and Wapella and conducted short courses at Indian Head and Unity.

Miss McColl attended school fairs at Parkbeg, Carnduff, Glen Ewen, Cedoux, Glenside, Outlook, Kerrobert, Salvador, Druid, Rosetown, Brownlee, Grenfell and Mildred and conducted short courses at Leader and Oxbow.

Miss Hiltz gave instruction in Household Science work at the Third Class Normal sessions held at Moosomin, Yorkton and Regina with short courses at Moosomin, Rosthern and Melfort. She visited 57 rural schools in the Yorkton inspectorate and gave a noon lunch demonstration at Calder. Miss Hiltz resigned in June to study for a year at Columbia University.

Miss Neelands gave lectures at the Third Class Normal sessions at Weyburn, Prince Albert, Estevan and Moose Jaw and conducted short courses at Estevan, Herbert and Cabri. She visited 36 rural schools in the Swift Current inspectorate before she, too, resigned in June.

Miss Campbell was appointed Assistant to the Director on March 1. She assisted at the summer session and in September and October attended school fairs at Gallivan, Wilkie, Kelfield, Springwater, Sweet Grass, Colonsay, Bradwell, Radisson, Warman, Rosthern, St. Brieux, Middle Lake, Cudworth, Dana and Humboldt. She gave addresses at conventions at Wakaw, Wilkie, Rosthern and Humboldt. She also visited 69 rural schools in the Rosthern and Wilkie inspectorates and conducted four short courses during the year.

From January 3 to May 1 I assisted Miss Weir at the Regina Normal School. In May, I visited 31 rural schools in the Moose Jaw inspectorate and during the year met the trustees of Cupar, Markinch, Southey, Duval, Strasbourg, Govan, Bladworth,

Indian Head, North Battleford and Sintaluta with regard to the placing of itinerant teachers of Household Science. In July and August, I gave lectures at the summer session. In the fall, I attended school fairs and conventions at the following points: Griffin, Fillmore, Weyburn, Biggar, Wingello, Hawarden, Loreburn, Elbow, Markinch, Earl Grey, Govan, North Battleford and Watrous.

In September a memorandum *re* short courses in Household Science was sent out from the Department to each inspectorate. Replies were received from 25 inspectors and two points named in each division where such courses would be welcome. Fifteen courses have been given during the year. For these courses, a certain amount of equipment is purchased by the school board and our assistants carry on the work for three weeks in each centre chosen. As we feel that itinerant teachers could do good work in this province, we usually give our courses in neighbouring towns, hoping in this way to so interest the people that they will engage a teacher of their own. It would be quite possible for one specialist to supervise the Household Science work in several towns and possibly, in time, to have charge of the work in the surrounding rural schools. As the government grant is such a generous one in this regard, it is probable that such a plan will be adopted.

Our assistants teach sewing in all the grades—in the junior grades to boys as well as girls—in the presence of the regular teacher. It is hoped in this way to encourage such teacher to carry on the work when the special instructor leaves. Other branches of the work are taken up with the senior pupils and whenever possible special classes are held for the older girls and women.

It is the aim in these short courses to give to the public an actual demonstration of Household Science work as we should like to see it conducted in all schools in Saskatchewan.

Short courses were given during November and December at the following points:

Date	Centre	Attendance	Cost
November.....	North Battleford.....	110	\$111.29
November.....	Indian Head.....	263	66.10
November.....	Leader.....	204	12.45
December.....	Wilkie.....	152	67.38
December.....	Unity.....	97	48.80
December.....	Oxbow.....	129	66.65

The equipment costs approximately \$50 and may be used again and again. At Leader, no equipment was purchased—work in sewing only being given—while at North Battleford, because of the distance between the two schools, a double equipment was necessary.

In order to make final arrangements for the short courses, I have met the trustees and teachers of North Battleford, Indian Head, Qu'Appelle, Vibank, Leader, Shaunavon, Oxbow, Wilkie, Sintaluta, Unity, Balcarres, Abernethy and Kindersley. With

our present staff it is possible to give three courses each month and in this way we are endeavouring to comply with all the requests that have come to us. Definite arrangements have been made for courses at Qu'Appelle, Abernethy, Kindersley, Shaunavon, Davidson, Balcarres, Kinistino, Wadena and Springside.

We are glad to report that a specialist in Household Science has been appointed at Moosomin and we feel that, could we supply the demand, many other school boards would make similar appointments. A Household Science laboratory is also being equipped at Yorkton.

We have room for many more teachers of this subject in Saskatchewan. In order to supply such teachers should we not have a training school of our own in the province? May I suggest that a one-year training course open to teachers holding Second Class certificates who have had several years teaching experience would not only be popular, but would very shortly give us the required number of specialists?

I have the honour to be, Sir,

Your obedient servant,

ISABEL SHAW,

Acting Director of Household Science.

REGINA, January 1, 1920.

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I beg to submit the following report of the work in school hygiene for the year, 1919.

During the winter term of 1919, I gave courses of lectures in school hygiene in Regina and Saskatoon Normal Schools and, assisted by Mrs. Feeny, at the following Third Class Normal sessions: Moose Jaw, Moosomin, Weyburn, Estevan, Prince Albert and Yorkton. At the beginning of the fall term, Miss Willoughby was added to the staff of the Saskatoon Normal School and Miss Urquhart to the staff of the Regina Normal School. The chief function of these nurses is to teach the teacher-in-training how to conserve the health of their pupils. Under this arrangement, it is possible to take a fairly complete course of lectures in physiology, hygiene and first aid to the injured. They also inspect the students for physical defects and visit students who are ill.

In January, I addressed the convention of the Saskatchewan 'Trustees' Association and arranged an exhibit for rural schools. This exhibit was very well attended and many of the ideas demonstrated were put into practice in the schools afterwards.

In May, at the request of the Deputy Minister of Agriculture, I joined the staff of the Better Farming Train, giving two lectures each day to the women's section. At the end of the second week, Miss Urquhart substituted for me.

This summer, for the first time, a course in health education was given in connection with the summer school at the University. This consisted of lectures and demonstrations in physiology, school hygiene and physical culture. Miss Pearl McNeil took the work in physical culture and Miss Urquhart assisted me in the other part of the course. Special lectures in bacteriology were given by Dr. Manning of the University and in eugenics by Dr. Thompson, also of the University. Dr. Ferguson, Superintendent of the Sanatorium, gave lectures on tuberculosis. Dr. Middleton of the Bureau of Public Health gave lectures and demonstrations on the treatment of hemorrhages and fractures and Mr. Murray of the Bureau of Public Health lectured on the water supply of Saskatchewan. I beg to suggest that an intensive course of two weeks' work for school nurses be given at the summer school next year.

Beginning in August and extending into November, I attended teachers' conventions at the following places: Shaunavon, Biggar, Macrorie, Qu'Appelle, Kamsack, North Battleford, Balcarres and Weyburn.

During the year, the following nurses have been added to the staff of the School Hygiene Branch:

Miss C. Willoughby, Reg.N.
Mrs. E. L. Shaw, Reg.N.
Miss M. Russell, Reg.N.
Miss J. Urquhart, Reg.N.
Miss Olive Fuller
Miss Gertrude Kilburn
Miss Ruby Simpson

Miss Willoughby is at present in the Saskatoon Normal School, but during the summer months she worked in the inspectorate of Wilkie. Mrs. Shaw is stationed at Rouleau, Miss Russell at Yorkton, Miss Urquhart in the Regina Normal School, Miss Fuller at Kamsack and Miss Kilburn at Weyburn. With the present small staff, it has been impossible to serve the western part of the province.

During the year, a great many requests have come in from rural, village, town and city schools for the services of our School Hygiene staff. We were able to comply with these requests in the following cases: Wynyard, Radville, Biggar and several rural schools in the vicinity, Heward, Cupar, Govan, Duval, Nokomis, North Battleford, Battleford, Esterhazy, Balcarres and several rural schools in the vicinity of Oxbow, Parry and Kerrobert. The requests at the present time are out of all proportion to the size of the staff.

The nurses doing field work depend on the inspector of schools for the means of transportation to rural schools. There has been one exception to this. So many urgent requests came in from various school districts and municipalities in the Assiniboia inspectorate for the services of one of our nurses, that finally at the beginning of August, arrangements were made to send Miss Morton. The inspector of Assiniboia, however, was doing special work elsewhere. Consequently, the proposal was made to the secretary of several municipalities from which requests had come, that the transportation of our school nurse should be arranged by the muni-

cipality. This was very willingly agreed to and seemed to be a very good arrangement as it allowed the nurse more time to interview parents and so to get results.

The following is a summary of the work of the nurses of the School Hygiene Branch during 1919:

Number of schools visited.....	548
Number of pupils inspected.....	14,926
Number of pupils with no defect found.....	1,962 (12%)
Number of pupils with defective vision.....	2,073
Number of pupils with defective hearing.....	536
Number of pupils with adenoids.....	2,973
Number of pupils with diseased tonsils.....	4,214 (28%)
Number of pupils with decaying teeth.....	8,705 (58%)
Number of pupils with enlarged cervical glands.....	244
Number of pupils with goitre.....	165
Number of pupils with pediculosis.....	129
Number of pupils with inflamed eyelids.....	105
Number of pupils with trachoma.....	8
Number of pupils with malnutrition.....	93
Number of pupils with orthopædic defects.....	69
Number of pupils with skin diseases.....	51
Number of pupils with anæmia.....	30
Number of pupils with feeble-mindedness.....	26
Number of pupils with tuberculosis.....	25
Number of pupils with defects in speech.....	8
Number of pupils with nervous disorders.....	9
Number of pupils with heart lesions.....	8
Number of pupils with discharging ears.....	5
Number of pupils with rheumatism.....	5
Number of pupils with cleft palate.....	2
Visits to homes.....	325
Meetings addressed.....	60
School fairs attended.....	50

During the year, the school boards of Moose Jaw and Weyburn have organised a system of school nursing.

I have the honour to be, Sir,

Your obedient servant,

JEAN E. BROWNE.

January 1, 1920.

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit herewith my report for the year 1919 respecting school attendance.

In connection with town and city schools, the number of convictions under The School Attendance Act appreciably decreased, only 17 being obtained in 1919 as compared with 88 in 1918 and 76 in 1917. It is noticed, however, that truancy increased in our towns and cities but I am pleased to report that the Local Attendance Officers are giving strict attention to the enforcement of the law.

The number of exemptions under section 4 of The School Attendance Act granted in 1919 was less than in the previous year.

Sickness, as in other years, has been responsible for poor or non attendance in the town and city schools and in this connection I wish to express my appreciation to the teachers, school nurses, Commissioner of Public Health and others concerned, for the assistance that has been rendered to the school attendance branch.

The attendance in our rural and village schools has improved greatly. Not a single case of truancy was reported. Sickness, as in the town and city schools, was responsible for poor attendance and 275 such cases were referred to the Commissioner of Public Health for attention.

During the past year, a few cases were brought to my attention of children not being clothed warmly enough to allow them to attend school regularly. All such cases I have referred to the Minister of Agriculture, who, through Mr. Molloy, has been able to send supplies of clothing, etc., to needy cases and the children have been warmly clad and enabled to attend school regularly.

The past winter has been severe but, taking into consideration the difficulties which exist in our rural districts, I am pleased to report that the school attendance throughout the province is showing marked improvement.

The following statement is compiled chiefly from the monthly attendance reports received from the teachers of

Rural and Village Schools.

	1917	1918	1919
Number of children according to teachers' census.....	61,856	68,348	72,487
Number of letters sent to parents.....	14,576	8,667	11,100
Number of letters sent to teachers.....		12,818	15,500
Number of letters sent to inspectors.....		129	210
Number of warning notices sent to parents.....	5,812	3,757	12,050
Number of absences due to			
Truancy.....	74	16	0
Parents' indifference.....	8,081	4,006	5,410
Illness.....	23,157	43,338	59,860
Impassable roads.....	2,902	3,554	4,560
Over or under age.....	4,668	4,509	6,320
Other reasons.....	72,623	58,529	113,150
Number of cases sent to Provincial Attendance Officers for investigation and prosecution.....	1,019	1,513	2,565

Rural and Village Schools—Continued.

Number of cases fined	301	874	1,871
Number of cases dismissed.....	44	97	250
Number of cases investigated but no action taken.....	41	182	198
Number of cases submitted to the Commissioner of Public Health for investigation and action if necessary.....	161	56	275
Number of cases submitted to the Superintendent of Neglected and Dependent Children.....	5	7	23

The following statement is compiled chiefly from the monthly attendance reports received from the school attendance officers of

Town and City Schools.

	1917	1918	1919
Number of schools.....	97	95	95
Number of schools not reporting.....	10	4	9
Number of schools closed.....	.....	1	7
Number of pupils reported by principals.....	15,792	31,390	31,600
Number of pupils reported from other sources	2,070	1,386	400
Number of absences due to			
Truancy.....	196	225	269
Parents' indifference.....	2,011	2,580	2,520
Illness.....	7,234	19,984	18,734
Exemption.....	896	1,413	734
Over or under age.....	745	830	682
Other reasons (including distance from school).....	4,436	8,566	8,475
Inability to locate same.....	687	989	586
Attendance Officers:			
Number of calls at school.....	3,276	4,953	5,093
Registration cards investigated.....	776	3,305	433
Visits to picture shows.....	915	1,112	1,008
Visits to bowling alleys	1,075	1,267	1,174
Number of children found in same.....	148	218	304
Number of hours spent on street.....	12,328	7,850	15,245½
Results of Investigation:			
Number of pupils returned to school.....	10,907	10,856	19,614
Number of pupils excused on account of illness.....	3,943	6,748	8,695
Number of pupils excused on account of exemptions..	964	1,597	956
Number of pupils excused on account of age, etc.....	1,457	2,966	2,321
Number not located.....	603	722	414
Number of warning notices issued.....	2,277	1,484	1,276
Number of cases in court	102	103	19
Number of convictions.....	76	88	17
Number of exemptions granted under section 4.....	563	680	426
Number of exemptions granted under section 6 (2).....	.....	.....	7

I have the honour to be, Sir,

Your obedient servant,

D. S. McCANNEL,
Chief Attendance Officer.

REGINA, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit my annual report for the year ending December 31, 1919.

I entered upon my duties on December 1, 1918, and have spent the past year in endeavouring to personally investigate as far as possible conditions in various non-English settlements of the province. In this, I have had the assistance and co-operation of the inspectors of schools and other officials of your Department. As a result of my observations and investigations, I am more firmly than ever convinced of the fact that the future of our province and our nation, depends to a great extent upon the assimilative forces at work throughout the land. Of these, the elementary school is undoubtedly paramount in importance. As I have always contended, we cannot hope to make real Canadian citizens of many of the older members of some of the foreign nationalities represented here. They will ever remain to a very high degree unacquainted with us and we with them, and we could not reasonably expect otherwise. Although the majority appear quite willing and often eager to have their children reared as citizens of this new country, yet there are some who apparently do not wish to co-operate with us. With these, we must deal without fear or favour. There is no longer any room in Canada for the man who is not willing to do his bit towards building up a united and solidified country. I have met with some opposition in my efforts to promote better educational conditions in some settlements, but I have endeavoured with the co-operation of your inspectors firmly and vigorously to carry out your policy of insistence that every child be given a chance to develop into a good Canadian citizen. There are many obstacles still in the way and it will take some years to do what we must do, but I feel confident all will be well in the end. Much of the opposition I believe is due to ignorance of our School Law and Regulations. When these are clearly pointed out to these people and explained to them, I have usually found them responsive. I have found it necessary at times to use rather strong measures of persuasion, but invariably the people eventually see that we are working in the interests of their children, and all opposition gradually disappears.

The majority of boards dealt with seem to heartily welcome assistance. Where trouble has arisen, it is usually caused by one or two local agitators who attempt to defy constituted authority. In too many cases, trustees refuse to perform their duties or to introduce improvements recommended by the inspectors, because of fear of the wrath or censure of the ratepayers. A ratepayers' meeting must be called to settle some of the smallest items of business, *e.g.*, the purchase of towels, the purchase of a few cords of wood, or a few new seats. This condition obtains where many of the ratepayers are illiterate and in such cases the only proper course to take is to appoint an official trustee or ask the trustees or trustee to resign.

“Adoption” of Schools.

About 35 women's organisations in various parts of the province have each been assigned upon request, a non-English school in which they are taking a kindly interest by supplying the teachers with little necessities, and in most cases a regular correspondence is carried on between the pupils and the members of the organisation. Books, pictures, newspapers, magazines, sewing materials, games, etc., have been sent. In some cases needy children have been clothed and at Christmas time boxes of presents were sent for distribution. The object of this scheme, is not a display of superiority on the part of these good Canadian women, but rather to get these children and people to feel that a definite body of Canadian women is interested in assisting them in their efforts to become good Canadian citizens and to encourage the teachers who are engaged in this worthy work, to feel that they have the prayers and sympathy of a particular group of women behind them. The teachers and children and often the parents, are delighted with what has so far been done for them, and it is to be hoped that many more organisations will assist in this work during the coming year.

English Newspapers for Schools.

In very many of the non-English districts, and especially where illiteracy prevails, the older pupils and those who have left school, read English better than they do a foreign language. But the only material they ever see printed in English is the school reader or the library books. With the idea of introducing English papers into these schools, your Director has approached the editors of the leading papers of the province with a request that a certain number of free copies be sent regularly to the teachers. The response has been very gratifying and about 100 papers are now being sent regularly to as many non-English schools.

Lantern Slides.

With the idea of letting our people know of conditions among the New Canadians, I have obtained a set of lantern slides which I have found very useful. These have been sent out to various parts of the province on different occasions. Among the places visited by your Director during the year, were Swift Current, Rose-town, Grenfell, Oakshella, Yorkton, North Battleford, Prince Albert, Estevan, Weyburn, Ogema and Watrous. Several meetings were held in rural school houses and the attendance of New Canadians was in every case most encouraging. A very interesting and instructive moving picture film was made during the summer and will be used for educational work during the coming year.

Winter Schools.

In order to overcome the adult illiteracy and inability to speak English in the rural districts, it will be absolutely necessary that

schools be kept open throughout the winter months. There are some who claim this is not feasible, owing to bad roads and severe weather. I can only answer this by stating that many schools are being kept open notwithstanding these conditions. Children should be properly clothed and driven to school daily. When parents take enough interest to do this, we shall have winter schools. Many children whose parents can afford to clothe them well are, through being insufficiently clad, compelled to remain indoors throughout the long winter months. Undoubtedly there are some whose parents cannot afford warm winter clothing. Let us search these out and provide clothing for them. We cannot afford to have them grow up illiterate and improperly trained for Canadian citizenship. Last fall, I visited a school in a Ruthenian settlement near Meacham. It was about 10 below zero that day and about 20 pupils were present. At four o'clock a Ruthenian farmer drove up with a large box sleigh. He drove several of the children home. This school was situated out on the open prairie. What was being done there could be done in most rural districts. In New Canadian school near Stornoway, the attendance was nearly 100 per cent. when the weather was 40 below zero. The children drove or were driven every day. No! here are some of the reasons why so many schools are closed during the winter months:

1. Lack of interest in education on part of parents.
2. Children insufficiently clad—in many cases the parents being well able to afford good clothing.
3. Desire to keep down expenses.
4. Some buildings poorly constructed—should be replaced.
5. No accommodation for teachers. The miserable shack which was built for summer use must be abandoned as soon as the cold weather sets in.
6. Trustees fail to secure in time a supply of fuel.
7. Parents not interested enough to drive children to school. Some schools have no stabling accommodation.
8. Lack of interest, ignorance and apathy of trustees, who are entirely unfitted through illiteracy or lack of interest in education to occupy such an important position.

Your Director, ably supported by the Inspectors of Schools, is exerting every effort to overcome these conditions and it is gratifying to be able to report that an increasing number of parents and ratepayers are being stirred up to the necessity of having winter schools. The chief remedy rests in securing permanent teachers, living in comfortable residences, paid respectable salaries, and willing to remain in these settlements throughout the winter months.

Qualifications of Trustees.

There are many trustees among certain of the non-English who are entirely unfitted for the office. As has been stated, many are afraid to make the slightest change without calling a ratepayers' meeting, which too often is a scene of turmoil.

Furthermore, in the majority of districts, three men reasonably well qualified could be secured, but too often the majority fails to elect them. In only 10 cases have I found it necessary to recommend the appointment of official trustees. It is altogether likely that before we can get satisfactory conditions, a few more will be necessary during the coming years.

Changes Necessary.

The following are some of the changes that I consider must be made before the problem of Canadianisation is properly solved:

1. Yearly schools—open throughout the winter months.
2. Many more good teachers' residences.
3. Higher salaries to encourage married teachers to take up this work. At least \$1,500 a year with free house and fuel should be the aim for the present.
4. A widespread organisation of the adult "Non-English" by our Canadian leaders. The Rural Education Associations should materially assist in solving this problem.
5. Every trustee among these New Canadians should be able to read, write, and speak the English language with a fair degree of proficiency. In the majority of districts there will be no difficulty in securing trustees with these qualifications.
6. More night schools should be operated throughout the winter months.
7. The introduction of municipal school boards, which is likely to come in the near future.
8. The discouragement through education and if necessary legislation, of early marriages among some of the Non-English.
9. Lastly the active co-operation and sympathy of every organisation and every true Canadian citizen in the province, in this national task of racial assimilation.

In conclusion, Sir, I may state that I feel quite satisfied with the work of the past year. There will be many obstacles as we proceed. It will take time for some of these people—and some of our own people—to understand that we are working in the interests of a united Canada, but we must hew to the line, acting without fear or favour, ever actuated by those principles of justice and humanity, for the preservation of which 60,000 of Canada's noblest and bravest sons have laid down their lives. That this course of action will ultimately redound to the glory of all, we need not doubt. The children of these people, many of whom do not now understand us, will some day thank us. They are doing it now. Recently, I received a lengthy letter signed by 10 or 12 Polish and Ruthenian parents. The concluding sentence ran thus: "We wish to thank you for the strong action you have taken in our district, for only by doing so will you enable our children to become good Canadian citizens and take the places of those brave Canadians who gave up their lives in order that we might have liberty."

The Teachers.

Appeals were presented to various Normal School classes during the year with most gratifying results. Many more than could be placed, owing to lack of boarding facilities, volunteered

to go into these settlements. Some of these teachers were married men and many had high qualifications. As it was, out of 566 teachers in as many non-English schools only 67 were unqualified. Only 28 unqualified teachers were at work in 176 Ruthenian districts and in 178 German districts only 12 were without regular Normal training. These teachers have in most cases done magnificent work and many of them intend remaining in the work for some time to come. Only a few cases of unfair treatment were experienced by teachers. On the other hand one girl reported that her board of Ruthenian trustees presented her with a cheque for \$200 as a Christmas present. She was their first "English" teacher.

I feel quite confident that though in some localities most unsatisfactory conditions prevail, these will in the next few years be remedied. It is largely a matter of telling these people what to do and how to do it. I purpose, in company with the inspectors, to personally visit as many as possible of the backward districts during the coming year. You cannot do much by correspondence. Too often only one or two can read your letters and they in some cases purposely misinterpret them.

I desire to extend to you my appreciation of the freedom of action you have allowed me in the carrying out of my duties during the year. It is very gratifying to be able to report that no one has in any way interfered with me in my work. Such treatment, I assure you will be a strong incentive to greater effort during the coming year.

Your obedient servant,

J. T. M. ANDERSON.

REGINA, *January 1, 1920.*

HON. W. M. MARTIN,
Minister of Education.

Sir,—I have the honour to submit herewith my first report on the High Schools and Collegiate Institutes of the Province for the year ending December 31, 1919.

During the year all the high schools and three of the collegiate institutes were visited twice while the six remaining collegiates were visited once. In addition the following public schools with one or more teachers giving full time to high school work were seen: Biggar, Canora, Carlyle, Carnduff, Craik, Davidson, Delisle, Grenfell, Govan, Hanley, Herbert, Kerrobert, Lumsden, Melville, Milestone, Nokomis, Radisson, Rosthern, Unity, Wadena, Watrous, Wolseley. By invitation Regina College was also inspected. Invitations have also been received to visit Moose Jaw College and St. Alban's Ladies' College at Prince Albert. In all I have paid 66 visits to those schools doing high school work. At the great majority of these places I held a conference with the boards of trustees, and in a few cases gave public addresses in an endeavour to so present the place and need of a sound secondary education

as to stimulate the interest of the people in this essential in the citizenship of the twentieth century.

Several things have impressed themselves upon my mind during these visits:

1. The problem of the adolescent—those who are or should be receiving a secondary education, their immense value to the state, the great possibilities to any state where this “greatest asset” is zealously guarded and developed.

It is the inherent right of every child to receive the opportunity for the development of those latent potentialities of which he is possessed. This implies a sound elementary education and more. The time of youth—adolescence—is in some respects the most important period of life. Here ideals are born, choices are made; the future is in large measure decided. While it is true that from earliest infancy character is being formed, consciously and unconsciously, in the home, in the kindergarten and throughout the elementary school course by the employment of wise and sympathetic methods, by stimulating interest through effort, and by throwing the learner upon his own responsibility in the mastery of such problems as naturally come within his experience and within his grasp; yet it is also true that if the child's school life closes with nothing more than the training as given in the elementary school grades he has become severed from one of the chief factors in character direction as well as of efficient service, because the great ideals and purposes of life do not manifest themselves until the period of adolescence. Thus, if a large measure of responsibility for character education is to be placed upon the school, it is necessary that the youth find his rightful place in the school during the period when this moulding influence is most effective. It is impossible to estimate the loss to the individual and to the state, in noble living and in efficient service, of the lack of due attention to the proper training of the individual from the age of 14 till he assumes the responsibility of citizenship. When it is considered that of those who render service worthy of public recognition there are found only six in every million who have received no school education, only twenty-four in every million with the elementary school education, six hundred and twenty-two in every million who have received a high school education and 5,768 in the million who have received a college education; and when it is also considered that on the average, the earning capacity of those who leave school at the completion of the elementary course reaches its maximum at the age of twenty-five while the earning capacity of those who complete the high school course continues to increase to the age of thirty-five, are we not forced to raise the question: Does the responsibility of the state cease until the individual is prepared to enter into full citizenship?

The following quotation from a leading business man in an eastern city shows the changing attitude towards education by those engaged in business, industrial and financial enterprises:

“Not so long ago it was considered that if a lad were studious at school he should finish the school course in order to enter college to study for a profession. Perhaps it was thought that education

was of no great advantage in business, especially as employers rarely insisted on any educational standard. This idea is rapidly changing. It is now realised that, whether in the business of production or distribution, or finance, a liberal education is as necessary for the best success as it is in the profession. In the world of business, modern competition necessitates a study of organisation, standardisation, and the minimising of waste. The problems arising in these call for highly trained minds, and for clear thinking. Therefore in choosing the staff that is intended one day to fill important positions, progressive business men prefer the youths most likely to have the capacity for developing trained minds, in other words, the youths with good school records."

The strength of a nation depends not so much upon the wealth of its resources in field, forest or mine, nor in the lofty heights to which a few have reached in bank account, or high mental attainments but in the physical fitness, general high intelligence and moral uprightness of its people. The period of adolescence with which our secondary education deals is the most important within the span of human life for the inculcating and fostering of these desirable qualities, and where these are found the extremes of poverty and wealth are less in evidence, and contentment reigns.

2. The inadequacy of the provision that is made for secondary education.

When we remember the age of our province, the pioneer conditions through which we have been passing, the rapid influx of population from all parts of the globe taxing to the full the powers of the government to provide facilities for primary education, and the strain of the last five years due to the great world conflict, Saskatchewan has no more reason to feel ashamed of her record educationally than she has of her splendid patriotic achievements. But while this is true, it is also true that the time is now ripe for a great advance.

There are at present 9 collegiate institutes and 14 high schools regularly established. In addition there are probably 75 public schools in which one, two and, in a few cases, three teachers are devoting their whole time to work above grade VII. This work is carried on in the public school with meagre equipment and inadequate staff. It is impossible for one or two teachers to effectively cover the work of grade VIII and three years of the high school course; it is also impossible to teach the science course without laboratory facilities for doing the work. Yet this is what is being attempted. Eleven of our high schools find accommodation in public school buildings. Four high schools have a staff of only two teachers each. The teaching conditions in these are not much superior to those found in the high school departments of the public schools. Relief is urgently needed. Many of the high school districts with a limited assessment find it difficult to add to their staffs so as the better to meet the demands of the people for such additions to the course of study as are provided by the Department, to say nothing of the large capital expenditure necessary to provide suitable accommodation and equipment for the successful prosecution of the work. The Provincial grants now paid are large

—large in comparison with those paid in other provinces and in the various states of our neighbouring Republic. It does not seem that the problem will be solved by simply increasing the grants.

3. The rapidly increasing demand for secondary education. A remarkable change in this connection has been manifest in the province during the year just closing. School boards are anxious to know how best to proceed and are longing to do more than they feel is possible under present conditions. Rural districts are also demanding for their youth educational advantages equal to those possessed by urban centres. They hesitate, during the restless, adolescent, formative period of life to send their boys and girls far from home, where the home ties are broken and where ideals of rural life are lost. Their demands are just and their hesitation commendable. To meet these just demands and to show respect to this commendable hesitation, facilities for securing a secondary education should be provided as near as is practicable to the homes of the people and should be of such a nature as to minister as fully as possible to the needs of the people of these homes.

In the demand for educational advantages in advance of those furnished by the elementary school, Saskatchewan is only in line with other progressive lands. Space permits merely a reference to the Fisher Bill of England, the Scotch Education Act of 1918, the Smith-Towner Bill of the U.S.A., and the recent enactments of various states south of the international boundary to indicate the spirit of the age.

4. The courses of study.

The regulations provide for liberal options for the teachers' course, while the general course permits the selection of such subjects as may be agreed upon by the principal and the parent or guardian of the pupil. There is also a course for university matriculation. This latter course requires at least two foreign languages of which one must be either Latin or Greek for Arts; either French or German for Science, Engineering, Agriculture, Dentistry and Accounting; and Latin for Law, Medicine and Pharmacy. The great majority of the students, entering the university, even those who take the special honour work in Science, register in the Arts course. Thus, we find a number of our schools requiring practically all the pupils of the first and second years to take both Latin and French. Because probably five per cent. of the classes may enter the university which requires Latin for its Arts Matriculation, fully ninety-five per cent. are spending from one-fifth to one-fourth of their time in doing that for which the majority have but little aptitude and less desire. The result does not tend to popularise either secondary or higher education. Abundant proof of this may be found in our high school and university graduates. The benefit received by the many from the study of Latin in our high schools and universities is purchased at altogether too great a cost in time and energy. This misdirection of time and energy will continue so long as the University demands a knowledge of Latin as a requirement for admission to and graduation from its Arts course. I hasten to remark that for those who possess an aptitude and desire for classical study it may be made an instru-

ment of culture of rare value. It seems regrettable to the writer that larger use is not made in our schools of the general course.

A beginning has been made at giving a course in health education through the addition of hygiene, physiology and physical culture to the list of required studies in the course for teachers. That real benefit may result from these subjects they should be taught by one thoroughly competent, not as isolated studies but in relation to the work and play life of the individual. Physical examinations should be made, and where necessary, corrective exercises prescribed for the correction of functional and organic disorders. Till a supply of trained teachers is available for this important work, the interest and co-operation of the medical men and nurses of the district might be enlisted. Health education is moral education. The highest morality and the highest mental development are not compatible with physical decrepitude.

5. Night Schools.

These should be fostered in connection with our secondary as well as with our elementary schools. The highest proficiency is not attained during the years ordinarily spent in the school. For the ambitious ones, education never ceases and every opportunity is eagerly seized for advancement. "The heights by great men reached and kept were not attained by sudden flight; but they, while their companions slept, were toiling upward in the night." The fact that night schools have not attained that popularity in Canada which they have in older lands is all the greater reason for their encouragement. Their value must be proved. Their nature must be decided by local conditions; but everywhere some attention might be given to such topics as will make for a better citizenship by providing for either definite courses or popular lectures on government, elementary economics, literature or history, with opportunities for practise in public speaking—debates or otherwise. Regina Collegiate Institute is to be highly commended for the wisdom and energy with which this problem has been attacked. The practical courses offered were planned to meet the needs of the people. Appreciation is shown by the registration in the night classes of more than 400 students making diligent use of the facilities provided for their betterment.

6. The teacher—the real dynamic of the school. Not magnificent buildings nor elaborate equipment alone, desirable as these may be, measure the worth of the institution, but the animating force of teachers noble in purpose, sympathetic in treatment, inspiring in leadership and scholarly in attainments. From a fairly intimate acquaintance with the teachers in our high schools during 1919 I believe them to be, with very rare exceptions, men and women of good education, hard working, capable, zealous for the highest good of the students, possessed of high ideals of service and worthy of the fullest confidence of those whom they serve.

That ambitious and capable young men possessing natural aptitude for teaching, may be enlisted and retained in greater numbers in the profession, it is necessary that permanency of tenure be secured, the social status of the profession be raised and the pecuniary rewards somewhat in keeping with the ability dis-

played, the training required for the work and the returns derived from other professions and occupations. Nothing so chills the ardour or dampens the enthusiasm of the earnest teacher as to be forced to stand aside and see places of preferment constantly given to others of no greater ability and rendering no higher service, or to witness teachers of outstanding ability and splendid record summarily dismissed by a board without adequate reasons for their action. Cheap though well-meaning platitudes pronounced upon the occasion of his passing on to a new community, or of his professional demise, are no compensation. Further, the teacher needs emancipation so that wisely yet fearlessly he may express his convictions on any matter concerning the body politic.

I have the honour to be, Sir,

Your obedient servant,

J. A. SNELL.

REGINA, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I beg to submit the following report of Regina Normal School for the year 1919.

The aim of the institution is primarily to train teachers for the schools of Saskatchewan and to this end an endeavour is made to have the students-in-training become acquainted, as far as possible, with the life and conditions of the province. It is not sufficient that the teacher be conversant with school work only; the broader his knowledge, the better will he be able to fit the growing youths for the lives they have to live. School work should be closely linked up with other phases of life, moulding the citizenry of our country. It is the aim of the Normal School to place before the students high and sane ideals of life. They should be made familiar with theory, practice and equipment even in advance of that to which they have been accustomed.

The Normal School tries to cultivate the initiative of the teacher so that when new problems arise they may be attacked with energy and confidence.

Owing to the epidemic of influenza in 1918, the fall classes had to be suspended then and completed in 1919. This, together with the very large number of Firsts, Seconds and Thirds, gave a class of almost six hundred for the spring session of 1919. For this number our staff was augmented by inspectors of schools drawn from the field, as well as extra teachers in special subjects and this supplementary staff deserves every commendation.

During the year, the term of the training session was lengthened to eight months which might be taken continuously or in sessions. Our fall term opened with 27 Firsts and 74 Seconds. Of this number, 25 of the former and 38 of the latter, chose the continuous

eight months' term. Many students-in-training taking the shorter term expressed the wish that they had chosen the continuous rather than the broken session. There can be no doubt that the longer session gives greater opportunity for equipping our teachers.

The course of study is made as practical as possible. The work of the public school curriculum is the basis of our practice and demonstration. With the longer term attention will be directed towards the preparation of teachers for High School and Collegiate work.

An important phase of training is the actual teaching of public school children. This is accomplished partly by the use of a model school of six grades in the Normal School building and further by the use of the class rooms of the city schools. It has been the custom, through the courtesy of the city school boards for the teachers to observe for a short time the work done by the teachers of the grades and then for the students-in-training to teach a number of sample lessons in these classrooms. This form of practice work means but little observation and a limited amount of actual teaching under circumstances in which the student is working with a strange class and teaching lessons of which he does not see the true relationship or sequence. If our students could spend much more time in actual observation of continuous work under selected teachers, a truer grasp of management, arrangement and presentation of school work would result. Through the courtesy of the school boards of the city we were able to follow this plan to a limited extent and we found the students received a better grasp of actual teaching than in former years.

The youth of our students only emphasises the necessity for longer training. Many of the students attending Normal School have had very little training in certain special subjects, such as music, manual training and art, with the result that considerable time must be given to actual instruction of these subjects. In addition to the methods to be employed in teaching, it is suggested that it would be well if summer sessions could be conducted in these special subjects in connection with the Normal School.

The staff is well balanced and well qualified, taking decided interest in all phases of teacher-training activity. In many schools and colleges, time and opportunity are given that members of the staff may undertake post graduate and research work in their various subjects. It is difficult to keep in touch with educational progress and at the same time carry on the classroom work in the Normal School.

The staff this year was supplemented by a nurse from the Department of Education's School Hygiene branch whose work consists of general examination of the students, visiting and caring for the sick, the teaching of hygiene and suggesting corrective exercises for observed defects.

The problem of music was more seriously treated this year, emphasis being placed not only on formal methods of teaching, but even more on encouraging a proper appreciation of music and the creation of a desire to sing.

The physical training is, in the main, that outlined by the Strathcona Trust. This training, while good, does not seem altogether satisfactory or sufficient. The majority of our students are women, and on this account the Strathcona Trust syllabus might profitably be modified and amplified.

During the year considerable repairs were started on the Normal School building, making the heating, lighting and general cleanliness more satisfactory.

The school expresses its thanks for the series of good pictures presented by the Imperial Order of Daughters of the Empire.

Our grounds have received considerable attention so far as the front is concerned, and further use is planned for the ground south of the building. It is hoped that these grounds can be used for constructive work for illustrating the teaching of agriculture.

As far as possible the equipment of the Normal School should be complete, and if possible, a room where model equipment might be exhibited, would be helpful.

During the year the staffs of Saskatoon and Regina Normal Schools were in conference and made recommendations to the Department. A further important conference held in Edmonton was attended by the Normal School principals of the four Western Provinces and a summary of its deliberations was transmitted to the Department.

During the year the experiment was made of making an interchange of staff between the Saskatoon and Regina Normal Schools, a member of the Saskatoon staff visiting Regina and taking up a course of lectures, while a member of the Regina staff did similar work at Saskatoon. The benefits of this interchange, together with the conferences held, do much to unify and intensify the object of our school training, as well as to relate the stronger qualities of each institution.

The thanks of the Normal School are given to the teachers and school boards of the city and to the Departmental officials with whom it has had to deal.

I have the honour to be, Sir,

Your obedient servant,

T. E. PERRETT,
Principal

SASKATOON, *January 1, 1920.*

HON. W. M. MARTIN,
Minister of Education.

SIR,—I have the honour to submit the following report on the Provincial Normal School at Saskatoon for the year ending December 31, 1919.

Attendance.—The attendance during the spring and fall sessions is shown in the following table:

	First Class			Second Class			Third Class			Total
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
First Session	12	34	46	21	153	174	16	67	83	303
Second Session	4	9	13	17	53	70	..	..	..	83
Totals...	16	43	59	38	206	244	16	67	83	386

Note I.—Seventeen First Class and fifty-two Second Class students registered for the fall term of 1918, but, owing to the influenza epidemic, had to attend during January and February of 1919 to complete their course. These students are not included in the above statement. Therefore, 455 students actually attended during 1919.

Note II.—In addition to the above, nine First Class, eight Second Class and one Third Class students wrote extra-murally at this institution.

The following table indicates the enrolment and academic standing of the students from Saskatchewan and the other Provinces of Canada, as well as from the British Isles and the United States:

Origin	First Class				Second Class	Third Class			Total
	University Graduates	University Undergraduates (2 years)	University Undergraduates (3 years)	First Class Diploma or Equivalent		Second Class Diploma or Equivalent	Third Class Diploma or Equivalent	High School Diploma from U.S.A.	
Saskatchewan....	3	2	5	37	186	4	55	..	292
Manitoba.....	3	..	..	1	21	4	7	..	36
Ontario.....	4	..	..	..	12	..	2	..	18
Quebec.....	..	..	..	..	1	..	3	..	4
Nova Scotia....	..	..	..	1	8	..	..	..	9
P.E.I.....	..	..	..	1	..	..	..	..	1
Newfoundland...	..	..	..	..	1	..	..	..	1
Alberta.....	..	..	..	1	5	..	2	..	8
British Columbia.	1	..	..	..	..	..	..	..	1
Great Britain....	..	..	..	..	3	..	..	..	3
U.S.A.....	..	..	..	..	7	..	..	6	13
Totals.....	11	2	5	41	244	8	69	6	386

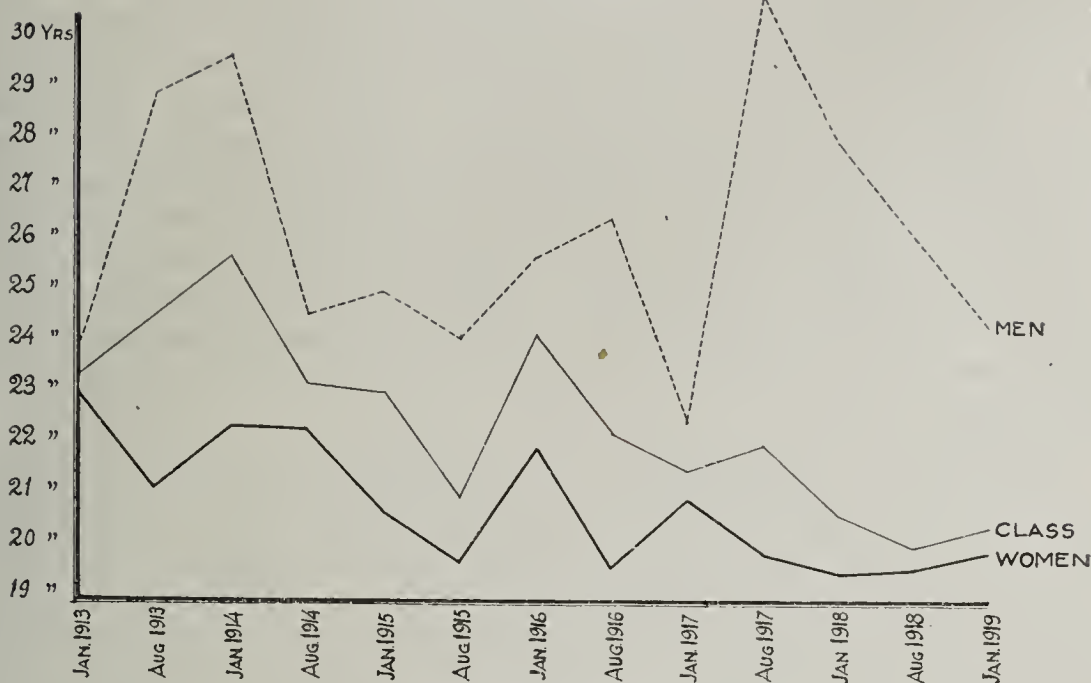
The graphs on the following page prepared by Mr. J. W. Hedley, M.A., of the Mathematical Department of the Normal School, indicates the maturity of the teachers in training at this institution since its inception in August, 1912, to the end of April, 1919.

During the period above specified the following number of students have been in attendance: Third Class, 1,105; Second Class 835; First Class, 377—a total of 2,317 students. The graphs show how the average ages varied from session to session. They also indicate that the war operated to decrease the average class age, but in general caused the average attendance age of the male students to increase. The striking immaturity of the average teacher in training is too manifest for comment. While the present somewhat exceptional conditions exist throughout the province, however, it is difficult to apply a satisfactory remedy. The schools must be manned and it is better that they should be manned by immature teachers than remain closed. This defect of immaturity, by no means peculiar to the teachers of Saskatchewan, is no doubt due largely to social causes over which, for the present at any rate, there can be but little effective administrative control.

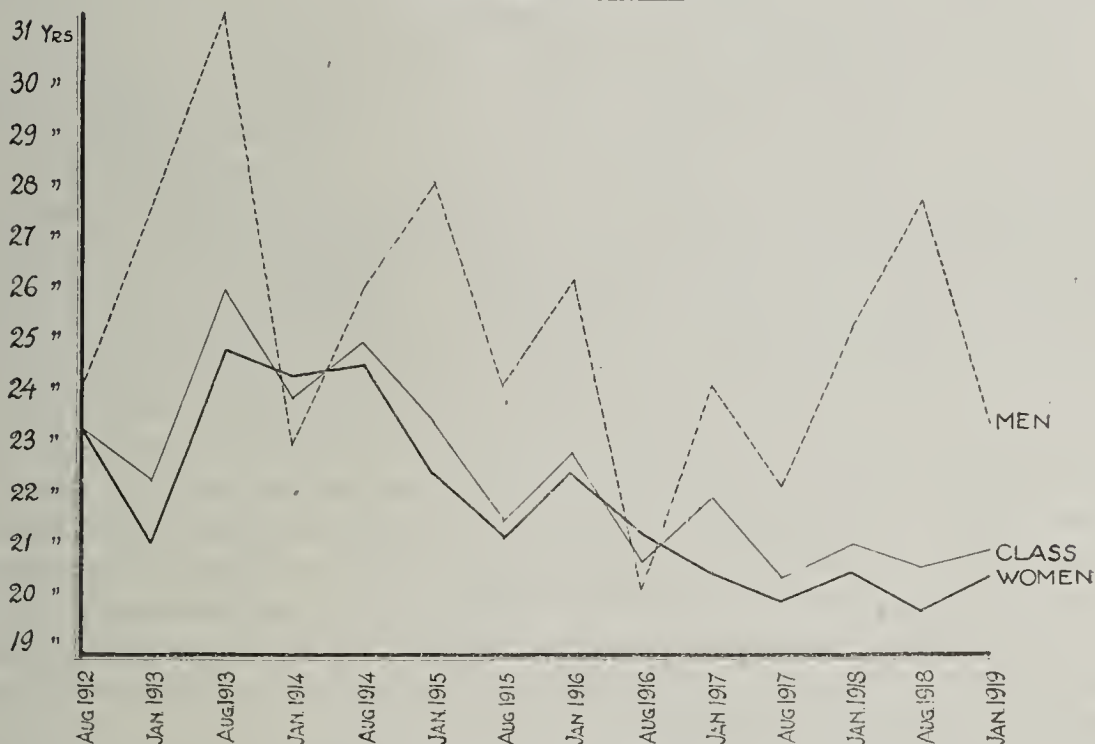
Accommodation.—It is scarcely necessary to emphasise the immediate need for the erection of a Normal School building. Since its inception in 1912 the Saskatoon Normal School has been something of a peripatetic institution. Owing to the valuable assistance so courteously rendered by the Public School, Separate School and Collegiate Institute Boards, as well as by the University authorities, accommodation for our growing classes has been obtained, frequently to the great inconvenience of the parties concerned. The exceptionally large classes of the spring term of 1919 were housed in four separate buildings, thus adding greatly to the difficulty of organisation and effective supervision. During the present session classes are being conducted in St. Mary's Separate School and in temporary quarters in St. Thomas Presbyterian Church. According to present predictions, the year 1920 will be a prosperous one in building circles in Saskatoon. Judging from press reports approximately two million dollars' worth of construction has already been proposed and the demand on the labour market promises to be exceptionally heavy. The desirability of making an early start with the erection of the new Normal School cannot therefore be too strongly emphasised.

Staff.—Several changes have taken place in the personnel of the staff during the year. Dr. J. A. Snell, principal of this institution since its establishment in 1912, was, on January 1, 1919, promoted to a wider sphere of duty as Inspector of High Schools, Collegiate Institutes and Normal Schools of the province. Fortunately, Dr. Snell's new position will not entirely deprive the Normal School of his sane judgment and wise supervision. Mr. R. W. Asselstine, B.A., formerly Inspector of Schools, who had frequently rendered splendid assistance as a lecturer on the staff, was appointed to the position of vice principal. The institution was also fortunate in securing the services of Mr. J. W. Hedley, M.A., who has maintained a splendid record during his post-graduate course at Chicago

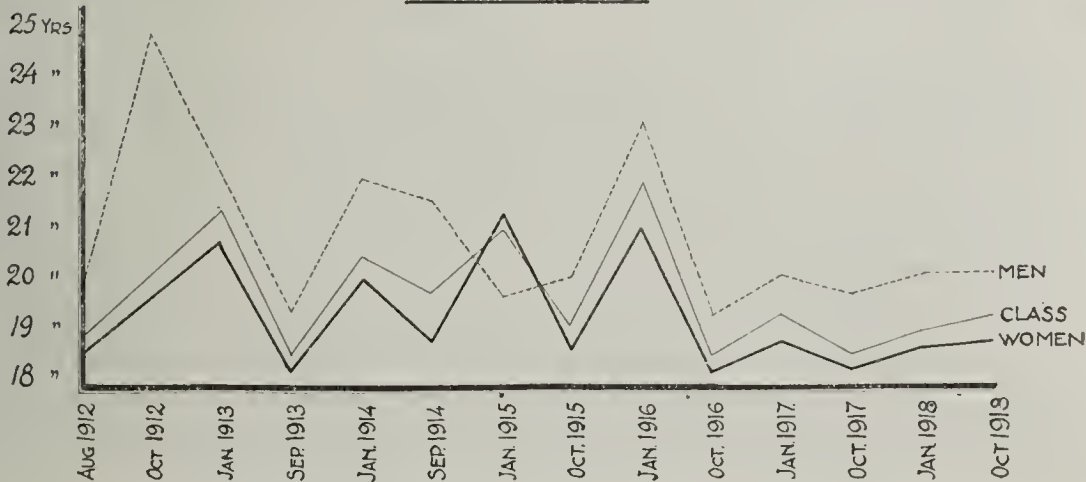
FIRST CLASS



SECOND CLASS



THIRD CLASS



University. By special arrangement, the work in domestic science and manual training was ably conducted by the instructors on the Saskatoon Public School Staff. Prof. T. N. Willing of the University conducted courses in nature study, while special lectures were also given by several other members of the Faculty. For this assistance the Normal School is deeply grateful. Mrs. Sherry has rendered splendid service as instructor in music, as also has Miss Cassie Willoughby, Reg. N., in the department of school hygiene. The other members of the staff conducted the work of the same departments as in former years. To the efficiency and fidelity of the personnel of the entire staff the success of the institution has been chiefly due.

Extension of the Session.—The lengthening of the course to thirty-three weeks' duration was undoubtedly a step in the right direction. It is hoped that at no very distant date the session will be extended to cover a period of two years and embrace academic courses as well as the professional subjects. It is indeed difficult, and, in my opinion, unwise to divorce the academic and professional. Both are aspects of the same whole and the latter should evolve largely through the efficient presentation of the former.

The lengthening of the session may result in a temporary scarcity of qualified teachers, but, in my opinion, the time factor is not the dominant element in the case. Temporary dislocation during the transition period would perhaps be inevitable no matter when the extension was effected. Our present attendance, however, in comparison with that of former sessions (omitting the exceptional and unwieldy classes of the spring term of 1919) is not such as to justify any serious alarm. Perhaps this may be explained to some extent by the division of the session into two terms of fifteen and eighteen weeks respectively, with the optional three-year interval intervening. Yet all our first class students and a small majority of the second class elected to take the continuous course of thirty-three weeks. In the very near future it would appear advisable to reduce the teaching interval between the first and second terms to a maximum period of one year. With respect to University graduates who wish to equip themselves both as public and high school teachers, the more efficient training rendered possible by the long session is especially desirable.

In this connection an authoritative quotation is given from a book by Professor Bagley, one of the leading American educationists:

Some people still believe that a teacher is born and not made, and yet a careful investigation of the efficiency of elementary teachers shows that, when such teachers were ranked by competent judges, specialised training stood out as the most important factor in general efficiency. In this same investigation, the time honoured notion that a college education will, irrespective of specialised training, adequately equip a teacher for the work was revealed a fallacy, for twenty-eight per cent of the Normal School graduates among the teachers were in the first and second ranks of efficiency as against seventeen per cent. of the college graduates; while in the two lowest grades only sixteen per cent. of the Normal School graduates are to be found as against forty-four per cent. of the college graduates. These investigations, I may add, were made by university professors and I am giving them here in a university classroom as a university representative. And, of course, I shall hasten to add that general scholarship is an important essential. Our mistake has been in assuming sometimes that it is the only essential. ("Craftsmanship and Teaching," p. 201.)

Practice Teaching.—Perhaps the great defect in the work of the Normal School in the past was found in the department of practice teaching. Owing to the shortness of the course this defect was bound to exist. With the extended term considerable improvement is to be reasonably expected, but the defect cannot be fully remedied under existing conditions. The great difficulty is due to the lack of facilities for practice teaching under conditions that obtain in rural communities where over seventy-five per cent. of our graduates accept positions. Practically all the observation work and practice teaching are now being conducted in highly graded urban schools, where each teacher is in charge of one or at most two grades. Problems of organisation, seat work, time table and similar matters met with in the graded school are essentially different from the corresponding problems obtaining in rural schools. Under present conditions it is difficult to give the teachers in training such concrete assistance and practical tests as will materially assist them in attacking the vital problems largely peculiar to rural school conditions. Several suggestions for the overcoming of this serious defect have been discussed at various conferences, but so far without any very concrete results accruing. When a practice school is established it may be possible to devise a system of grouping pupils from various grades so that for demonstration purposes, rural school conditions and problems may, to a partial extent, be duplicated.

To the Public School, Separate School and Collegiate Institute Boards of Trustees in Saskatoon, we wish to make grateful acknowledgment for the assistance so generously rendered in permitting us to use the various city schools for practice teaching. To the teachers in all the schools of this city equal acknowledgment is due for their splendid co-operation in the work of teacher-training.

Extension Work.—Not the least important feature of the work undertaken by the Normal School staff was the delivery of educational addresses at various points in the province. Especially during the fall term, when educational conventions were being held in the various inspectorates, were the majority of the staff in almost constant requisition for this very important work. The benefits accruing to all concerned are too obvious to require elaboration. In a large number of cases educational addresses were also delivered to the general public who are evincing a somewhat more lively interest in the great national project of education. The importance of this phase of extension work can scarcely be overestimated. Increased facilities for the work of teacher-training are not the only *vita* needs of our educational system if it is to achieve its high destiny. While it appears true that administrative and other efforts must converge towards a substantial improvement in the financial, social and professional status of the teacher before the best results can be achieved in the field of sound educational reform, nevertheless there are certain important prerequisites. Governments may “allure to brighter worlds” by giving direction to educational effort and providing facilities for educational improvement; but governments, as such, are not primarily responsible for social culture or social appreciation of mental and spiritual values.

It is impossible directly to impart wisdom through legislation. A preliminary work must be done. The gospel of education should be preached throughout the length and breadth of the province. The public mind must be stirred and enlightened before there can be realised the vital attitude towards the true significance of education that will cause the social demand to approximate the real social need. The home must be reached as well as the school. "Man needs must have the best when he knows it." Knowledge is antecedent to intelligent interest and knowledge of the economic and cultural values of education should be diffused through every social agency that has for its object the promotion of intelligent citizenship. Public enlightenment must supplant the comparative incubus of public indifference before the best—not the cheapest—type of teacher will be demanded. In this respect education and salvation are at least interdependent if not synonymous terms. Possibly the establishment of a purely, rather than a technical, educational extension department in connection with each Normal School may be a matter worthy of serious consideration in the near future.

Moral Education and the Teacher.—At the present time, when a widespread and praiseworthy movement is on foot to develop a more enlightened type of citizenship through the infusion of a deeper moral and patriotic element in our educational systems, a few observations in this connection may not be out of place. The chief criticism usually levelled at our present educational system by representatives of reform is somewhat as follows: Modern education, it is alleged, tends to develop the intellect and memory, but neglects the moral factor, which is, after all, the real basis of citizenship. With the first part of this criticism I do not propose to deal. The importance of the moral factor in any educational system admittedly cannot be overestimated, but the remedy frequently suggested—a modification of the curriculum by placing additional stress on moral values through lessons in elementary ethics—would seem to be but a very inadequate solution. Such a modification—not unknown in many curricula—probably lays the emphasis on the wrong place. The direct teaching of moral precepts from a textbook, while important, may become quite as purely intellectual as the teaching of any other subject. All school subjects, *e.g.*, literature, history and nature study, possess distinct moral values if rightly interpreted. The deepest moral truths may be indirectly inculcated in a simple, natural and impressive manner through the presentation, for example, of a choice piece of literature as well as by a lecture on elementary ethics. It is not any exaggeration, in my opinion, to state that the direct teaching of moral precepts can have but little effect apart from the personality and living example of the teacher as well as the general moral tone of the school. The Herbartian psychology, with its emphasis on the moral force of ideas and the origin of the will in the dynamic nature of ideas that enter the "circle of thought," proves nothing to the contrary. The teacher's influence is the great moral dynamic and the teacher must be the living embodiment of the truths he would seek to impart. It would indeed appear obvious that the trained teacher of worthy character and high ideals is the vital factor in

any educational system and that sound educational reform must start with the improvement of the status of the teacher and the conditions under which he or she labours—not overlooking public enlightenment with respect to the national importance of the teaching profession.

All social agencies must co-operate in the development of a morally higher type of citizenship if the best results are to be achieved. The school cannot shirk its grave responsibility in this connection, but other social agencies also have a vital function to perform. Moral training has been left largely to the home which to some extent has not fulfilled its mission. And if the home has partially collapsed in this respect, is the school to be held more guilty for the home's shortcomings than the church? The school cannot take the place either of the home or church. Each of these institutions, along with the press and other public agencies, has a vital work of national importance to perform. All must co-operate in the great field of public education before the highest intellectual and moral values can be infused in the citizenship of tomorrow. Only by such concerted action and unselfish devotion to a high ideal may we hope to rise to the level of our potential greatness. In the inspiring words of H. G. Wells is this lofty and sane idealism aptly expressed: "Then shall education be the high-road which is salvation, leading to the organised unity of mankind." For the realisation of such an ideal "can civilisation afford," in the words of President Fisher, "not to spend the money?"

I have the honour to be, Sir,

Your obedient servant,

GEORGE M. WEIR,
Principal.

MAPLE CREEK, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit to you the following report on my work in the Maple Creek inspectorate for the year 1919.

The territory comprised municipalities Nos. 110, 111, 139, 141, 142, 171 and 172 and local improvement districts Nos. 81, 82, 112, 140 and 170. On January 1 there were ninety-seven school districts and 112 departments. During the year seven new districts were erected, adding seven departments. Five of the new districts had not built schools before the end of the year, namely, Ranch Centre, Honora, Carnagh, Suffield and Bitter Lake.

Basing the estimate of attendance on the record shown on the day of inspection, it must be considered fairly good. In graded schools out of 466 enrolled, 419 or almost 90 per cent. were present during inspection. Out of 1,764 enrolled in one-room schools 1,468 or 83.2 per cent. were present. As inspections are seldom made during disagreeable weather, this statement is the most

favourable possible. At other seasons of the year there is less regularity. When we consider the many schools that are closed for several months in the winter and where many older pupils are kept at home for harvest, the percentage for the year based on a possible attendance of 200 teaching days must on the whole be low. The School Attendance Act is giving good results and is gradually bringing about a change of attitude on the part of neglectful parents towards school attendance. I hear of some ignorant people who look upon the teacher who sends in the reports as the cause of their prosecution and hold a personal spite. A few words from the magistrate who hears the case would assist in making the truth clear.

The chief obstacles in the way of school operation and administration have been the lack of qualified teachers and the actual or anticipated lack of financial support because of successive crop failures. In the Gull Lake R.M. No. 139 the schools had funds supplied for the first six months only, consequently few rural schools in this area were in operation during the second term. When the municipal council fails through mismanagement or misfortune, the rural trustees are helpless. Schools in Keebleville R. M. No. 171 were in a similar difficulty. The 1918 council spent a large sum in that year in a general scheme of road building, to be paid out of current revenue. When there was but little to sell in the fall and taxes did not come in, a large bank loan had to be carried into 1919 and this was a barrier to extensive borrowing for support of schools. Teachers in long term schools had to be paid by note in the autumn. When other parts of the province are offering cash, there is an increased difficulty in holding our capable teachers. Unless some scheme for supplying credit to the schools in the dried-out areas can be arranged at once, I do not see how many of these schools can be put into operation in 1920 until a crop for the year is assured.

In talking over the situation with trustees it was very pleasant to find a general determination to keep the school open as long as possible. It was only natural that those who were facing large expenditures in maintaining their families during the winter, on the proceeds of former years, were reluctant to see further expenses, in the way of tax arrears, piling up against them for the future. After all, food, clothing and shelter are the first essentials, so many felt that school expenditure might well be cut off. When provisional teachers were employed or the only class to be had, I could not be at all urgent in asking that schools be kept open.

Each year has its occurrences which show how desirable a larger unit of administration would be. Antagonism and spite among residents of a district sometimes make the life of a teacher miserable and lead to making the school and its control a means to an end not connected with education. A few districts are occupied by people who are concerned more in avoiding expense than in preparing their children for citizenship and in all such cases successful operation under local control is scarcely to be looked for. A municipal board should be composed of men with broader minds and better aims.

I have had the satisfaction of seeing a decided improvement in most of the old style school buildings in spite of the prevailing hard times. The platforms have been removed, additional black-board has been added to the right of pupils and in some cases the desks have been arranged with more regard to health and comfort. Unless a complete system has been installed, the ventilation is poor and improvement is scarcely to be expected. The newer schools are generally well planned.

I find greater difficulty in getting satisfactory alterations made to closets. This is largely due to failure to get trustees to understand just what is wanted. To express this on a report takes considerable space. When finances improve, I intend to insist on proper closets for every school. Even the new schools built in 1918 are not properly equipped in this respect. Why are not plans for the outside closets included with those of the school building when submitted for approval? Then trustees would not get the idea that anything would do provided it did not cost much.

There is no improvement in the water supply. At present the expense stands in the way.

Of the ninety-three teachers inspected in one-roomed schools, six held First Class, thirty Second Class, twenty-nine Third Class and twenty-eight provisional certificates. Many schools were seriously delayed in the spring by the lack of teachers and vacancies occurring in the autumn were even more slowly filled. The following table expresses the quality of the work done by these teachers:

Certificate held	No. of teachers	Quality of work done			
		Poor	Fair	Good	Excellent
First.....	6	..	1	1	4
Second.....	30	1	7	19	3
Third.....	29	3	12	11	3
Provisional.....	28	1	16	10	1

Where schools lie near the railway, trustees have some opportunity to *choose* a teacher and the salary paid generally bears some relation to the professional standing and experience of the teacher. In districts farther from the lines of communication, those who are latest in the field often draw the highest rate of pay regardless of their qualification or equipment. Too frequently, the heavy, difficult non-English school which requires the most able and best-trained teacher is found in charge of a novice and progress is often slow. Four districts have provided teachers' homes, two of them quite complete and comfortable for one person. Only one is in a non-English district and it is in these that the need is greatest. With better times, I think the number will increase.

With forty schools in which non-English-speaking pupils predominate, I feel the need of teachers who have had some special training for this class of work. Quite often, I find teachers appalled and feeling helpless before the difficulties that face them. To train them by experience in our schools costs the schools much in re-

tarded development. If the funds can be supplied, I would like to see a substantial bonus paid to every successful and earnest teacher in non-English schools. When we are carrying the heaviest end of educational expense in Canada placed on us by the activity of the Dominion Immigration Department, these funds should be supplied out of Federal revenues. Here is a legitimate field for a Federal grant for education.

Among common subjects, I have been trying during the year to impress on teachers the value and need of abundant oral practice in composition before written work is attempted, insisting on definite clear cut sentences at all times. We tend to write as we speak. I see much written work that is largely a repetition and a drill of bad forms. I would reduce the quantity written, spend much more time in preparation by oral and board work and raise the standard of accuracy in the same proportion.

Special subjects receive the minimum of attention in most schools. Paper folding, weaving with raffia, moulding with plasticine and simple sewing are generally done. Gardening has been a thankless task during the last two years. From my own experience in actual gardening in the open in this part of the province since 1906, I would say that unless a garden is located in a low lying spot where moisture is near the surface, and protected from wind by a high board fence, gardening, during at least one-half the years, is a waste of time. These conditions can seldom be met in a school garden and sowing without reaping is a dull business. As I have observed gardens, they so seldom get proper cultivation that they never have a chance, especially when this work is done later than it should be. Most teachers do not know enough about the practical operations to keep the cultivation on the level. Nine times out of ten I find a deep path shovelled out around fairly narrow beds so that the area which is seeded may have an excellent chance to thoroughly dry out. Carrots and radishes are frequently sown on the top of a ridge six inches high, where, if they chance to germinate, they later proceed to wither and fade away in the heat.

Physical training is given good attention and much good work is done by teachers holding First and Second Class certificates. Third Class teachers do not usually do as well and the provisionally certificated teachers seldom attempt it. This work has a fixed and valuable place in our schools.

There are no large districts in this inspectorate, but the question has received some discussion in Rural Municipality No. 141.

I have found a five passenger car very satisfactory for my travelling, particularly when away from home for a week continuously. Then I have the rear half filled with baggage and supplies and carry on my own affairs with a considerable measure of independence. The dry weather, which brings the farmer, and the rest of us eventually, to ruin, is very favourable for inspection as long as one can avoid the sand hill districts. I try to cover the remotest part of my territory as soon as I can reach it in the spring so as to allow as much time as possible before a second inspection in the autumn, which must be made not later than September. I can thus avoid being away from home at night in cold weather.

During October and November I count on making second visits to schools reasonably near, but this year the very early cold weather prevented most of these second visits.

I seldom find time to visit trustees following a morning inspection and I very seldom see a dining table at noon. When so many teachers each year are strangers I find a brief inspection of but little value. One must spend some time in a school to get into sympathetic contact with both teacher and pupils. The most profitable part of the half-day is usually the discussion with the teacher, after the pupils have been dismissed, of what has been observed or illustrated. To visit trustees at noon would interfere with this programme so I do not attempt it except on matters of considerable importance. At night, when staying in the district, there is ample time to visit officials and by alternating morning and afternoon visits on the two inspections the ground can be approximately covered.

During January I assisted in Third Class Normal work in Benson School, Regina, but much to my regret, was called to Ontario in February because of my mother's illness. I did not return to the province until the middle of March. A two weeks' holiday in August and another hurried trip to Ontario in September completed my periods of absence. Fortunately, the greater part of it was during the slack season in inspection, but I feel much indebted to the Minister for being allowed to leave so suddenly when duty called.

I find my time during the year, not counting Saturdays, was spent as follows: Inspections and visits, 113 days; absent with leave, thirty-nine days; Normal teaching, twenty-one days; office work and professional reading, thirty days; holidays, fourteen days; placing teachers in schools, four days; school holidays in addition to midsummer, eighteen days; car repairs, five days and days not accounted for, seventeen.

I made in all 171 inspections, inspecting 20 departments in graded schools twice; 46 one-room schools twice; one, three times and 36 rural schools once. I also made 46 visits to schools or districts, often taking as much time as an inspection. Eighty-seven one-room schools were in operation. Of these, four were not inspected. Three had been closed before I reached them in the spring and were not open again or not until very late in the autumn. The fourth opened again on October 1, but the cold weather was a barrier to a long trip. Twelve districts had no school in operation. Of these, nine had no building until late in the year, two were short of funds and one has lost most of its school population.

The distribution of pupils among the grades in both graded and ungraded schools may be of some interest. The 466 pupils in town and village schools were enrolled as follows in Grades I to VIII respectively: 135, 35, 75, 45, 60, 41, 11, and 58, with seven pupils doing High School work. Expressed in percentages, the numbers are roughly: 29, 7, 16, 10, 13, 9, 2, 12 and 2. The percentages of the 1,764 pupils in one-room schools enrolled in Grades I to VIII are respectively: 48, 13, 15, 10, 6, 4, 1.5 and 2.5.

When we again have normal financial and crop conditions, suitable homes for teachers and a sufficient supply of teachers, I think there will be no difficulty in operating yearly schools. Lack of one or all of these conditions makes obstacles in the way.

I have the honour to be, Sir,

Your obedient servant,

C. E. BROWN.

EDAM, *January 1, 1920.*

HON. W.M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit the following report of the Turtleford inspectorate and of my work therein during the latter part of the year, 1919.

This inspectoral division comprised Rural Municipalities Nos. 469, 497, 498, 499, 501, 529, and 531 and Local Improvement Districts Nos. 496, 526, 527, 528, 532, 556, 557, 558, 559, 561, 562, 588, 589, 591 and 592.

At the beginning of the year there were 67 rural school districts and four village districts. Seven new rural districts were organised during the year, and one department was added to the Turtleford school. On December 31 there were 78 school districts in this division. There were 67 departments in operation during the year. Twenty-nine were inspected during the first term by Mr. J. W. Hedley of the Saskatoon Normal School staff, who was engaged for 21 days in inspection work in this division. In all, 58 schools were inspected once and 26 twice. Had all the schools been in operation for the full year, all could have been inspected once. Of the 20 not inspected, one closed before I took charge of the inspectorate, seven others were visited and found closed, in two districts the children were conveyed to neighbouring schools, in one, the school was burnt in 1918, and the remaining nine districts were recently organised but not in operation.

The 1,092 pupils inspected were graded as follows:

Grades								Junior	Total
I	II	III	IV	V	VI	VII	VIII		
343	156	172	173	99	76	36	32	5	1092

The school buildings, with three or four exceptions, are of a satisfactory character. Of the 58 schools inspected, all but 12 have provided stable accommodation. The supply of water in 15 schools was found unsatisfactory. The outbuildings were

often found in an uncleanly condition. In some districts a little more supervision on the part of the teacher would prove beneficial.

Not much advancement has been made in beautifying the school grounds. Very few districts had school gardens, and owing to the dry weather, these were disappointing in appearance and results.

Good fairs were held at Turtleford, Edam and Wolia for the schools of the Mervin, Turtle River and Parkdale municipalities respectively.

Thirteen schools had the benefit of health inspection by Miss E. O. Fuller, school nurse, but owing to the inclemency of the weather the work was not completed this fall. However, I hope that this inspectorate will be favoured by another health inspection this coming summer as the work cannot be too strongly emphasised in this northern district where hygienic conditions are often appalling and medical facilities almost non-existent.

The teachers inspected held the following qualifications:

First Class	Second Class	Third Class	Provisional	Total
3	17	26	14	60

The teachers as a whole were performing their duties in a conscientious manner. As a rule, the timetables were satisfactory and the records kept properly. The common subjects of the course were fairly well taught. However, there should be better supervision of all written work and more interest shown in agriculture, nature study, gardening, household science, hygiene, physical training, drawing and singing.

The efficiency of the schools of this inspectorate will improve considerably when better qualified teachers are employed and yearly schools established in every district. No effort should be spared in order to stimulate interest in these vital problems. In this connection, a movement among some of the teachers and trustees has resulted in the organisation of an association which will hold its first convention in the coming spring. A few of the more favoured teachers were able to attend the splendid convention of the Teachers' and Trustees' Association of North-western Saskatchewan held in North Battleford in October, but the isolated position of most of our teachers has cut them off in the past from the enjoyment of a discussion of professional problems. The value of conventions cannot be too much emphasised, owing to the number of teachers of low standing who have few chances of receiving the inspiration gained through contact with others in the profession. The isolation of our teachers is accountable for much of the indifference and lack of ambition often discovered in the rural school.

I have the honour to be, Sir,

Your obedient servant,

L. J. CHARBONNEAU.

SASKATOON, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit the following report on my work in the Saskatoon inspectorate for the year, 1919.

This inspectorate includes the same area as in 1918, namely, the city of Saskatoon and the following rural municipalities: Nos. 313, 314, 343, 344 and 374.

At the beginning of the year, the inspectorate contained 75 school districts. During the year, three school districts were organised in the Community Mennonite settlement south-west of Hague and one school district was disorganised, making a total of 77 school districts at the end of the year. During the year the number of departments increased from 196 to 210.

The following schedules show the number of pupils in the rural and town schools on the day of inspection

Rural Schools.

	Grades									Total
	I	II	III	IV	V	VI	VII	VIII	Jr. Form	
Enrolled.....	482	159	194	220	123	100	55	25	3	1358
Present.....	382	129	165	176	99	68	51	14	2	1083

This gives an average of 79.62 per cent. This is slightly below the average for 1918 and while it is only an approximation, it indicates that in the rural schools the highest average that can be expected under The School Attendance Act as it now stands will be about 80 per cent. of the enrolment for each month. It is also shown in the schedule that 47.1 of the pupils are in Grades I and II and 61.3 per cent. in the first three grades.

Town Schools.

	Grades								Jr. Form	Mid. Form	Total
	I	II	III	IV	V	VI	VII	VIII			
Enrolled.....	995	424	444	409	283	167	207	192	8	1	3140
Present.....	845	385	413	361	303	144	167	153	6	1	2781

This gives an average for the departments inspected of 88.3 per cent. The following schedule shows the percentage in attendance on the day of inspection during the three years the attendance law has been in operation.

Attendance—Comparative Percentages.

Year	Rural schools	Town schools	Average
1917.....	68.1 %	83.3%	75.7 %
1918.....	80.3	85.8	83.05
1919.....	79.62	88.3	83.96

In my report for 1918, I mentioned that trustees and parents were, with few exceptions, beginning to take a much greater interest in education. This interest has become much more marked during the present year. People in every part of my inspectorate are publicly stating that in the past teachers and those engaged in educational work have not been given adequate recognition, financially and socially, for the services they are rendering the community and the State and school boards are now putting their views into practice as shown by the higher salaries they are giving their teachers. This interest is also shown in the desire for better school buildings. This year the trustees of Willow Lake school district built a comfortable residence for their teacher on the school grounds, Wurzburg school was remodelled and a basement and hot air furnace provided; Bradwell erected a modern two-roomed brick school and Odel school district a new frame school. The trustees of Lone Star, Pleasant Point and Mountain Lake school districts also intended to erect new schools but owing to crop failure they decided to postpone all building operations for the year. While this shows the general trend of public opinion towards education, yet much remains to be done in making the older type of school modern. Forty-two schools have windows on both sides and on account of this have no suitable space for additional blackboard. Twenty-three schools still use a stove and window ventilation and in 29 of the rural schools the toilets were found unsatisfactory and in poor condition. There is scarcely any attempt on the part of rural trustees to carry out the recommendations of the Department regarding the erection of "sanitary toilets." Twenty-one school districts have satisfactory wells, in 18 districts the water is supplied, in three the pupils bring water or tea from their homes, in 18 the well water is unfit to drink and in four others there was no water.

Throughout the year the supply of qualified teachers has been about equal to the demand. This may, perhaps, be accounted for by the higher salaries paid.

Of the 171 teachers whose work was inspected, 31 held First Class, 111 Second Class, 23 Third Class and six provisional certificates. As a rule the regularly qualified teachers are honestly endeavouring to the best of their ability, to do their duty to pupils and parents. Many of them are young and inexperienced and do not understand that in all educational processes, the teachers' success depends to a great extent upon the ability to select material suited to the stage of development the child has reached, in arranging it logically and presenting it in such a way that the child can interpret it; nor do they realise that mental growth is most rapid

when the child is constantly required to recall its former experiences and use them in interpreting the new matter presented. It takes time for teachers to understand and apply the psychological principles that form the bases of all true methods of teaching and to develop the right attitude towards the work and until there is greater permanency in the profession, we cannot hope for the best results.

The progress of the pupils in the common subjects varies from school to school according to the interest the teacher takes in each of these subjects. In reading and literature, the pupils in the majority of schools have fair ability to gather and express the thought. Arithmetic is a subject that many teachers dislike and consequently do not teach well. It follows that the pupils take very little interest in it. In a number of schools the pupils in the higher grades are required to work the questions in the text and to follow the order of the text. The difficulties are not explained in class—the teacher merely gives individual instruction. As a result, the standing of the pupils in each class in these schools varied greatly but in the lower grades the progress of the pupils was generally quite satisfactory.

Composition and language work in the lower grades were well taught but in the higher grades more attention should be given to written work.

In the special subjects, all but two of the schools in my inspectorate did good work in physical training, nine provided a hot noon lunch and nearly all gave instruction in paper folding, cardboard modelling and raffia work. Agriculture was taught in connection with the school garden work. During the year 44 schools had fairly good gardens although it was a very unfavourable year for this work. Very successful school exhibitions were held at Cheviot, Bradwell, Lost River and Warman. On November 6 and 7, the teachers and trustees held their annual convention in Princess School, Saskatoon. The register showed an attendance of 216. A very good programme was provided and judging by the interest shown in the subjects discussed, it was a decided success.

There are no large school districts in my inspectorate.

I used an automobile in carrying on my work of inspection and found it the most convenient and rapid mode of covering all the territory in my inspectorate, with the exception of the southern half of Lost River municipality, which is situated in the Allan Hills. There is only one rough trail running north and south across these hills and in order to reach these schools, it is necessary to go to Hanley and come in from the southwest.

During the summer and early autumn, I inspected the rural schools and later, when the weather was unfavourable for outside work, as many departments in the city as time would permit.

During the year, the time spent on work other than inspection was as follows: Saskatoon Normal school, 84 days; conventions, nine days; grade VIII examinations, 29 days; vacation, 18 days; total 140 days.

There were 64 schools of one department in operation and all of these were inspected once, 13 twice and one three times.

In the seven town schools, there were 139 departments in operation and 99 of these were inspected once. I did not have time to inspect the other 40 departments in the city.

I have made it a practice throughout the year to see one of the school officials whenever I found them careless regarding their duties or tardy in making necessary repairs. Many trustees, teachers and ratepayers are frequently in the city, and, if they wish to consult me regarding school affairs, come to my house. I can also reach two-thirds of the trustees and teachers by telephone and very often use this method of keeping in touch with them. The school fair affords an excellent opportunity of meeting the parents and of encouraging school garden work.

I have neither encouraged nor discouraged any of the community enterprises for it seems to me that by extending the pupils' activities over a wider field they might get very little out of any of their school work.

In conclusion, I may say that my work would be much more effective if it were possible to inspect every school in the inspectorate at least twice a year.

I have the honour to be, Sir,

Your obedient servant,

J. E. COOMBES.

ASSINIBOIA, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit the following report upon my work in the Assiniboia inspectorate for the year 1919.

Territory.—My territory comprised eight municipalities, Nos. 10, 11, 12, 40, 42, 70, 71 and 72. Owing to the configuration of Willow Bunch lake, three of these occupy the area usually assigned to four. Thus the eight municipalities form a square with the third meridian as western boundary.

The following table shows the number of districts and departments in my territory on January 1, and the increase in each during the year.

	Districts	Departments
Number on list January 1.....	100	115
Increase during year.....	3	3
Total at end of year.....	103	118

There are five school districts that had no schools at the time of latest information. Of these one conveys to Assiniboia, two were organised during the year, one formerly organised failed to build, through the departure from the district of people with

families and the other was delayed through the arbitration of the school site and difficulty regarding the title and the raising of a debenture loan. Three districts, organised prior to the year 1919, erected school buildings during the year, but only one of these was in operation.

School Attendance.—The following table shows the number of pupils enrolled in forty-six rural schools and in six schools of more than one department together with the number and percentage of those present on the occasion of my visit.

	Schools of one department	Schools of more than one department
Number enrolled	911	506
Number present	783	421
Percentage present	85.9	83

This percentage is the best that I have found during my period of service. Each year since the enactment of The School Attendance Act has, in my experience, shown improvement.

School Administration.—I find considerable variety in the amount of interest taken by school boards in school matters. A few have a real desire to keep their school efficient while a larger number show carelessness. Out of 46 rural school districts visited, I found 28 where there was evidence of something having been done since last visit towards the improvement or proper maintenance of the school property. In the remaining eighteen the school boards seemed to be either indifferent or so taken up with their own work that they gave little time or thought to school affairs beyond that necessary for the securing of a teacher.

Length of Operation.—The majority of boards in rural districts get their schools in operation too late in the spring time to keep them open 200 days. Many of them find that it takes longer to secure a teacher than they anticipate; especially if, as is frequently the case, they are unwilling to pay the salaries that teachers are asking. The districts that are far from the railroad are especially handicapped for they are generally the poorest and not many qualified teachers are willing to go to them. The inspector would be in a better position to take up with school boards the question of fulfilling the requirements of the law if he had accurate information regarding the practice of each board. I have thought, that, if it were practicable to have on his list the number of days each school was in operation the previous year, he could deal more effectively with delinquent boards. As it is he is liable to overlook some of the offenders.

Buildings and Blackboard.—The buildings are generally kept in pretty fair repair. Too many of them are still of the old style with windows on both sides. Of 46 rural schools 17 were of this character. Where the school is of this type there is not only the

resulting cross light in the classroom but the black-board space is almost sure to be inadequate. The fact that 15 of the 46 schools had less than 100 square feet of blackboard shows the close correspondence between the two defective features. Where the location of windows in buildings of the old type seem to warrant it I have made a practice of recommending to school boards that they close up two windows on the right of the pupils, and add a sufficient number on their left (or to their left and rear), to give adequate light to the class-room. This recommendation I found carried out in one of the schools visited.

Heating.—The Waterbury furnace is the commonest means of heating the schoolroom. Thirty-three rural schools had either this or a basement hot air furnace. Thirteen had stoves of various descriptions.

Privies.—The privies are in nearly all cases far from reaching the standard set by the regulations of the Department. They are generally too small and too flimsily built at the outset; and the caretaker of the school, whether pupil, teacher or outsider, seldom thinks of their care as coming within the sphere of his duties. Of the 46 inspected, three were in a good condition, 33 were in a fair condition and 10 in a poor condition.

Water.—The water problem is a difficult one to solve in this part of the province. In the 46 districts visited, there were only seven school wells supplying water that was suitable for use. In 22 cases, water was brought to the school either by a person hired by the board or by the children. In 10 schools, the children of each family brought their own. In seven there was no provision at all.

Fencing and Trees.—In this part of the country, which is comparatively new, the number of unfenced school grounds is large. Only 20 of the 46 were properly enclosed. Shelter belts of trees had been planted in five districts but in four instances they had received insufficient cultivation. As a result of this neglect combined with the recent dry season their condition was pitiable.

Teachers.—The following tables indicate the class of certificate held by the teachers whom I visited and the estimate placed on the work they were doing in their schools.

Teachers in Schools of One Department.

	First Class	Second Class	Third Class Regular	Third Class Cond'l	Permit or Prov'l	No Cert.	Total
Poor.....	..	1	..	..	1	..	2
Poor to fair. ....	..	..	..	..	1	2	3
Fair.....	..	3	7	2	1	1	19
Fair to good.....	3	3	3	2	1	..	12
Good.....	1	5	5	..	3	..	14
Excellent.....	..	..	1	..	..	..	1
	4	12	16	4	7	3	46

Teachers in Schools of More Than One Department.

	First Class	Second Class	Third Class Regular	Third Class Cond'l	Permit or Prov'l	No Cert.	Total
Poor.....	..	..	..	..	..	..	0
Poor to fair.....	..	1	..	..	..	..	1
Fair.....	..	2	2	..	..	..	4
Fair to good.....	..	..	1	..	..	..	1
Good.....	2	10	..	..	..	..	12
Excellent.....	2	1	..	..	..	..	3
	4	14	3	..	..	..	21

Of the teachers of rural schools who were graded lower than fair two were first or second year high school girls temporarily engaged. A third held a conditional Second Class certificate. A fourth had had model training in Ontario many years ago, while the last was a returned soldier who had had no training.

Progress of Pupils.—In the rural schools, pupils are badly handicapped where the school year is short and the teacher only of a mediocre type. As a rule only the regular subjects of the course are taught. I estimated the general standing of the schools in these as follows:

Standing of Rural Schools in Regular Subjects.

	Number of schools
Poor to fair.....	7
Fair.....	19
Fair to good.....	11
Good.....	9
	46

Standing of Pupils in Schools of More Than One Department.

	Number of departments
Poor to fair.....	2
Fair.....	3
Fair to good.....	10
Good.....	6
	21

Of the rural schools, 15 had school gardens. In spite of the dry weather, two of these were fairly good. Most of the others had failed through no fault of teacher or pupils. A few that had been fortunate in the time of planting were in a fair condition.

Four of the teachers were doing something by way of providing a hot dish for the noon lunch.

Physical training is taken by most of the teachers who have had Normal training in this province. While the teachers as a rule give their commands well, there is generally a lack of accuracy in the performance of the pupils.

Practically nothing was done in manual training in any of the schools. None of the schools of more than one department have equipment for carrying on this kind of work systematically.

Large Districts.—The Kea S.D. No. 3231 continues to convey its pupils to Assiniboia but this is not a large district. The only district of this character is Montague Lake S.D. No. 1409 which enlarged its limits three or four years ago with the expressed intention of conveying its pupils to the school. This it has never done. The children drive in the conveyances of their parents. The building was enlarged last summer to give better accommodation to the 41 pupils who are enrolled. Though I advised the board to consider the building of an additional classroom, they decided for the present simply to increase the size of the old one by removing the partition between the class and cloakrooms.

Work as Inspector.—For visiting the schools, I used a Ford car. It is more expensive than a horse and buggy but saves much time through speed.

My time through the year was taken up largely in work beyond the limits of my territory. I assisted the regular staff in the Regina Normal school until the end of April. On the fifteenth of July, I began an investigation into the operation of the schools in districts settled by people of French origin. This work occupied me for the rest of the year except for a few days in September, and the latter half of December. Inspector Norman MacMurchy of Regina completed the inspection of the schools in my territory.

During the latter half of the year Nurse Morton did work that was much appreciated in the schools of three of the municipalities of my inspectorate.

During the 10 weeks that I was employed in my own field, I inspected 67 departments once and one department twice. In the French schools, I inspected 132 departments completely besides giving partial inspections to other schools which were visited but which proved not to belong properly to the class with which I was concerned.

On June 7, with the energetic and able co-operation of Mr. P. J. Stephens, principal of the Bengough school, I organised a Rural Education Association for the municipality of Bengough. Successful school fairs were held at Assiniboia, Ogema and Bengough. I attended the first two but was unable to be present at the last.

A successful meeting of the Teachers' Association of the inspectorate was held in Assiniboia, September 25 and 26. Interesting papers and addresses were given by the local teachers. Inspector Scarrow and the teachers of the eastern portion of his inspectorate, which was in my territory in 1918, united with us for the convention and contributed to the program and the discussions. Principal Perrett, of the Regina Normal School, and Mr. F. W. Bates, Director of Rural Education Associations, gave interesting and helpful addresses.

To keep in touch with the trustees, I have made a practice of writing a circular letter to them each spring in which I call

attention to such questions of administration as seem most important. Then on the occasion of inspection, I try to see some member of the board and talk school matters over with him.

The most important part of the inspector's work, it seems to me, is to help the teacher to do more effective work, partly by sympathetic counsel and criticism and partly by example in the handling of a class. His visit should also be a stimulus to the pupils. If, as a result of his inspections, a keener interest in the school is aroused in parents and pupils and new insight and determination brought to the teacher for her work, his visits become a potent influence in the work of education.

I have the honour to be, Sir,

· Your obedient servant,

R. D. COUTTS.

KINDERSLEY, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit for your consideration the following report on the Kindersley inspectorate for the year 1919.

Extent: The inspectorate is made up of the following municipalities: Winslow No. 319, Milton No. 292, Elma No. 291, Kindersley No. 290, Hillsburg No. 289, Mantario No. 262, Royal Canadian No. 261, Newcombe No. 260 and Snipe Lake No. 259.

Districts and Departments.—The following schedule gives details regarding the number of districts and departments in the inspectorate:

Schools of One Department.

In existence January 1, 1919.....	83.
Districts formed during 1919.....	10
In operation during 1919.....	80

Schools of More Than One Department.

In existence January 1, 1919.....	7
Departments in operation January 1, 1919.....	19
Departments added during 1919.....	4
Total number of departments.....	23

Ten rural districts were formed during 1919. Owing to the lateness of organisation and the early winter only two schools were completed, namely, those in The Crimea S.D. No. 4195 and The Root S.D. No. 4206. Of the others, Alandale S.D. No. 4168, Clow S.D. No. 4181 and East Side S.D. No. 4190 are partly constructed. South Loverna S.D. No. 4246 and Teepee S.D. No. 4221 expect to start building operations early in the spring. The trustees of The Clay Loam S.D. No. 4260 are undecided as to whe-

ther or not they will build in the spring. Norris S.D. No. 4218 and Saltmead S.D. No. 4274 organised with a view to having the children conveyed elsewhere. Austum S.D. No. 3757 has been organised for some years, but has not built a school, as there are only a few children in the district and these are able to attend schools in neighbouring districts.

School Attendance.—Eighty-seven school districts had schools in operation during the year. The total enrolment was 1,813 and of these, 1,572—86.69 per cent.—were present on the day of the inspector's visit. This is nearly three per cent. higher than last year. This is a fair average as several schools were visited during inclement weather, which causes irregularity in attendance.

Administration.—Where a self-sacrificing school board is devoting time and energy to making its school attractive and efficient by furnishing pleasant surroundings and engaging a capable teacher, it is deserving of the highest praise and there are many who have done excellent pioneer work. However good and efficient the board may be there appear to me to be conditions in an inspectorate such as this that call for a wider administration. I shall mention a few of these: (i) Inequality of taxation. In one municipality the school taxes per quarter section range from \$11 to \$45, with an average of \$19 (approximate, in each case). (ii) In this inspectorate there is a large percentage of the land not in any school district and consequently not making any contribution to the support of the schools. (iii) Where so many new school districts will probably be formed during the next few years capable men and women with wide experience should have control and three such are by no means available in each new district organised.

Lengthened School Year.—There is a tendency to lengthen the school year and to keep the school in operation during the winter, but this is by no means general. A strong opposition to keeping some country and village schools open during January, all or part of February and part of March, still exists. There are some difficulties in the way, such as severe climatic conditions, distances from school, difficulty in getting the room warmed early in the day and habit. There is no doubt that self-sacrifices and personal efforts will have to be made to conduct a successful yearly school, but some districts are doing it and these become strong advocates of the longer school year when once they have adopted it, so great are the advantages. Districts conducting yearly schools are agreed, generally, that the advantages of being able to retain the same teacher for a longer period and of giving the children holidays when the weather is too hot to do good work, amply pay for the sacrifices made. In addition to this, older pupils can attend during the winter while they are required at home during the summer.

Buildings.—Many of the buildings are of the newer approved model, but a few are of the old type, with three or four windows on either side. These schools are comparatively new, also, and the school boards are slow to make alterations that will conform to the lighting requirements in the regulations of the Department.

School Grounds.—The majority of school boards have taken an interest in the school grounds. Favourable sites have been chosen, the grounds have been fenced, preparations have been made for trees and a school garden and in a few instances, swings, slides and teeters have been provided. There are, however, some boards that have done little if anything to make the grounds attractive. With regard to tree planting, I am forced to the conclusion that it has not proved a success in the great majority of cases. The ground is very well prepared in most cases, the trees are planted and then neglected. There are exceptions where the trees are well cared for and in such cases, even now although the trees are still small, they add much to the appearance of the school site. Before much headway will be made towards successful tree growing, it will be necessary to have some one look after the trees at different periods during the year. I would suggest that each school having trees should be required to engage a competent person to take care of them. Neglected trees result in the majority dying and this causes other districts to hesitate before ordering trees and is a strong point against planting.

Heating.—In 13 schools, the heating is not in accordance with the regulations of the Department. In these, there are the jacketed or unjacketed stoves which provide no system of ventilation.

Water Supply.—One of the difficult problems school districts have to solve is how to provide an adequate supply of drinking water. In the majority of cases, children bring the drinking water. In some, one of the pupils was hired to bring a can of water distances varying from a quarter of a mile to three and one-half miles. In seven districts each child brought what he required. In two cases, water was brought in a barrel once a week. Ten schools had dug wells, but of this number six were unfit for use. In one case, water was brought daily and regularly by an adult. In three cases they have underground cisterns closely covered but provided with a man hole so that they may be cleaned. Each of these was provided with a pump and one had a chimney like structure which provided a chamber for the pump and a wall through which the water must filter. A supply of fresh water was drawn and put into the cistern as often as required. This last device appears to me to be the best means of solving the water supply problem.

Toilets.—Each school should have inside toilets for winter use. During the autumn and early winter, I visited several rural schools and was able to see what conditions existed after cold weather came and snow fell. Of all the schools visited not one had toilets in a condition fit to be used. Doors had been left open or had blown open and the snow had drifted in. Very few toilets have been so constructed as to exclude gophers and flies.

Teachers.—The following schedule gives particulars of the standing held by teachers inspected:

First Class		Second Class		Third Class		Provisional	
Graduates	Non-Graduates	Graduates	Non-Graduates	Graduates	Non-Graduates	Graduates	Non-Graduates
9	21	1	70	2	43	1	7
30		71		45		8	

The teachers as a whole are broadening their outlook and realising more fully that they are teaching boys and girls rather than mere subjects. Here and there still is to be found the other type or the misfits and in some cases lack of experience or over-anxiety to make progress defeats the purpose of true education.

Progress of Pupils.—The progress made in the schools generally was satisfactory. The frequent changing of teachers, due in a large measure to the closing of schools for the greater part of the winter, is probably the greatest obstacle in the way of continued progress. The oral answers to questions were much better than written ones. Careful supervision of all written work is essential. The busy teacher is able to judge not only the child's knowledge of the subject matter of any lesson, but also his writing, spelling and composition when he is required to write his answers. In a large measure at least, the progress of the pupils is proportional to the efficiency of the teacher. The longer term spent at Normal School will give our teachers a greater knowledge of practical methods in teaching and this will reflect itself in the progress of the children.

Agriculture.—No work has been done in agriculture apart from that outlined in the course of study. Plans were partly made to have a special course in agriculture at Kindersley, the instructor and members of the present staff to work in conjunction that the school might receive the benefit of the instruction in agriculture and that the class might benefit by being able to receive instruction in subjects other than agriculture which they might wish to study. Arrangements could not be completed, however, and the work was left in abeyance.

Manual Training.—Manual Training receives due consideration in the lower grades, but little or no work is done in the higher grades of the public schools.

Household Science.—Arrangements were made to have a special class in Household Science at Kindersley early in 1920. All equipment has been provided and a class assured.

Physical Training.—Emphasis has been placed on the benefits to be derived from physical drill. The exercises from the syllabus of physical exercises are generally taught. A contest in physical drill was held during the central fair at Kindersley at which several

classes competed for the shield offered by the Strathcona Trust. The badges were awarded to the pupils of the Wild Rose Valley school and the shield also went to that district.

Schools Doing Continuation Work.—There is no school in the inspectorate classed as a collegiate institute or high school. The following schedule gives details regarding continuation work taught in public schools.

	Rural schools	Village schools	Town schools	Total
Number doing Junior Form work.....	11	7	2	20
Number of Students in Junior Form.....	16	41	39	96
Number doing Senior Form work.....	..	2	2	4
Number of Students in Senior Form.....	..	7	12	19

School Gardening and School Fairs.—There are obstacles in the way that prevent the products of the school garden measuring up with those of the home garden. These may be stated as follows: (i) closing of school for holidays at a time when the garden needs attention; (ii) difficulty in getting well summerfallowed ground for a school garden. In spite of these difficulties very many of the schools had creditable school gardens and the benefit derived leads one to believe that the time was well spent. The interest of the parents is being awakened and I think the time may not be far distant when a competent person will be engaged in each district whose duty it will be to keep the trees well cultivated, to keep a piece of ground summerfallowed for a school garden and look after the upkeep of the grounds and outbuildings. Closely allied with the work of the school garden is the school fair, although the latter has broadened out to include all school work. Very successful school fairs were held at the following centres: Brock, Eston, Glidden, Highbury, Bailey, Druid, Alsask, Flaxcombe and Kindersley. In addition to these local fairs, a central fair was held at Kindersley the day of the teachers' convention. At nearly all of the centres the interest taken in the work of the children by parents and others was so marked that it lent to the day a tone that could be felt rather than expressed. Were the only benefits of school fairs the bringing of the people together and the creating of the general interest in school work, they would be well worth the time spent. But these were not all, for the nature of the exhibits displayed careful, thoughtful work and study that resulted in excellent products. I think the greatest weakness in this line of school work lies in the fact that many exhibits are made for the school fair shortly before it is held, rather than each day's work being so well done that it is worthy of exhibition. To date no school fair has been held in the Mantario municipality, but when I was in that part of the inspectorate this fall, trustees requested to have two school fairs in that municipality next year. On account of the river the municipality is large. It is also divided by a ravine which makes it advisable to hold two fairs rather than one.

Large Districts.—There are four large districts in this inspectorate. The following schedule, based on the first inspection, gives details regarding these:

Consolidated School Districts.

	Minor Lake S.D. No. 1370	D'Arcy S.D. No. 3016	Flaxcombe S.D. No. 488	Kincora S.D. No. 2726
Area in sections.....	43	49½	49¾	66
Number of pupils enrolled.....	9	67	53	27
Percentage of attendance.....	90	84	92	84
Number of teachers employed....	1	2	2	1
Certificates held by teachers....	Third	Second and Third	First (B.A.) and Second	Second
Conveyance used.....	Car in summer	Covered vans. Long holiday in winter	Covered vans	Cars in summer. Later vans. Long holiday in winter.
Classification of pupils by grades.	I, II, III, and VII.	I to VIII inclusive	I, II, III, V, VI, VIII and Jr. Form	I to VI inclusive

NOTE.—D'Arcy later added Jr. Form work and Flaxcombe added Middle Form work. Kincora district was enlarged during the year.

In a rural district, I cannot see that there are any advantages in having a large district, due to the following conditions: (i) The inspectorate is not sufficiently settled to require two teachers to conduct a school in a larger area, consequently there is not the benefit of a graded school and (ii) as a result of the larger area, children have to be conveyed long distances. In a village or town district the case is different. They have the advantage of a graded school and a means of obtaining a higher education is provided. In addition to the districts given in the schedule above, Eagle Lake school district has entered into an agreement with Netherhill district and they have consolidation in principle though not in name and to their mutual benefit. Saltmead, a new school district north of Brock, was organised that it might co-operate with Brock school district. This is commendable and should result in satisfaction to both, in that the advantages can be given at a common centre which each individually could not provide. The chief disadvantage—the distances children have to travel to and from school—is not as great as it seems, since it is surely preferable to have a child ride six or even seven miles in a comfortable van than to have him walk two or three miles on a stormy night.

Work as Inspector.—I used a Ford car during the spring, summer and early fall and found this means of conveyance very satisfactory, excepting during wet weather when the roads are very heavy on account of the character of the soil. The chief advant-

ages in using a car are (i) more time can be spent in the classrooms, (ii) if one school is found closed the inspector has time to go to another, (iii) it affords opportunity for meeting more frequently boards of trustees and ratepayers, and (iv) in effect it brings the inspectorate closer to the inspector's headquarters. In order that I might cover the entire inspectorate, I planned to inspect it in sections which I was able to carry out in part only, for causes arose at intervals that made it necessary to inspect in another part of the division. I had a map of the inspectorate and I marked on this the date I inspected each school so that I could see at a glance the inspections that had been made and the days on which they were made. In all, I have made 154 inspections, 102 first inspections, 51 second inspections and one third inspection where a provisionally certificated teacher was engaged for two months. One school was not inspected. I visited it and found it closed on account of the teacher's illness. I examined the grounds, buildings and the children's work that was in the school. I examined the register and found it satisfactory. The enrolment was four. I made a report to the secretary of the school district. Winter conditions set in about the middle of October and as I could not run the car I hired horses and drove to a number of schools that I had not visited. This had its advantages in that it enabled me to see what winter conditions would be like in rural schools.

Work Other Than Inspection.—During January, February and the first 14 days of March, I was teaching in the Third Class session of the Saskatoon Normal School and the following four days I assisted with the marking of the papers. I assisted with the practice teaching in the Normal School, Saskatoon, from March 31 until April 18. During Easter week, I attended the Provincial Teachers' Convention at Regina, that is, from April 21 to April 29, inclusive. Six days were spent in reading teachers' essays and four were spent in assisting with the work of organisation of a school district. Two weeks were spent in connection with school fairs.

General Comments on the Work of Inspection.—In so far as is possible, the inspector should visit some member or members of the school board or better still, the entire board. The recommendations made in the report will be better understood and the board more likely to put them into effect as desired, if the matter has been discussed with them. However, the inspector's time is so fully occupied that it is difficult to find the time necessary to make such visits. I visited some member or members of the board wherever there was urgent need to do so and as many others as I could. In all, I met members of 49 school boards that I might discuss with them the recommendations I wished to make. I believe that needed reforms pertaining to schools will come most readily when meetings between boards and inspectors are held to discuss what is required.

I have the honour to be, Sir,

Your obedient servant,

J. E. COWIE.

SWIFT CURRENT, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit for your consideration the following report of the Swift Current inspectorate for the year ended December 31, 1919.

The Swift Current inspectorate included Rural Municipalities Nos. 106, 107, 136, 137, 166 and 167. From north to south the inspectorate extended 60 miles and from east to west 36 miles. Swift Current was more centrally situated than in previous years.

On January 1, 1919, there were 97 school districts, with a total of 122 departments. During the year, eight new districts were organised but no new departments were added to any of the older schools.

The attendance at our schools shows a gradual improvement from year to year. Several features operate towards this result, among them being a more stable population, better roads and older and better organised schools. Through the enforcement of The School Attendance Act, I find children enrolled who would not otherwise be within our schools. In some cases the machinery may be a little slow in action, but the legislation as a whole is deserving of special commendation.

Only one-third of the rural schools are operated on a purely yearly basis. In the majority of the districts, however, the trustees endeavour to keep the school in operation for a period of nine months. In districts with schools of one department, the average distance that teachers board from the school is 1.64 miles. This tells its story of distances, apart from the question of roads, an open country, the cost of fuel in the winter weather and the necessity of proper clothing for children in the colder weather. These last two are important features to be considered, especially after three successive crop failures in this part of the province.

The school buildings are, with few exceptions, well-kept and in good repair. In the older buildings the system of lighting for the class room is mainly cross-lighting; in the newer buildings unilateral or from left and rear. A few buildings have been erected of late years with light from three sides. This is unnecessary and unwise. Only a few of the rural schools have basements. A large number of the class rooms have jacketed stoves, the Waterman-Waterbury type prevailing. The average rural school is well equipped, although more attention is necessary to the yearly renewal of supplies for the lower grades. The libraries in some schools are, as yet, small.

Closets, particularly the boys', are often uncleanly. In some districts, sanitary indoor closets have been installed. I am doubtful whether from the practical standpoint, the present regulations with respect to closets can be satisfactorily carried into effect.

The water supply problem in this part of the country is difficult of solution. Various means are adopted for supplying water to the schools, the school well—where there is one—not always proving satisfactory.

In the greater number of the districts, the school grounds are fenced. Some trustees have shown considerable interest in improving the school grounds, but it is difficult to turn the bare prairie, in south-western Saskatchewan, into shelter belts, garden plots and rows of trees. Considerable encouragement has been lent along this line, but results are slow and somewhat discouraging.

There was a better supply of teachers than in previous years with but few provisional certificates. The teachers as a body were doing good work, showing an interest in their pupils and in their school as a whole.

The following statistics may prove of interest:

	Average cost of board per month	Average salary per annum	Average salary of principals	Average experience of teacher
Schools of one department...	\$26.90	\$1,045.15	.....	4.79 years
All schools inspected.....	.....	*\$1,032.04	\$1,447.50	5.6 years

*Not including principals.

The average salary shows an increase over the year 1918, although it will be admitted it falls short of what we should expect in our profession. In view of conditions in a new province, which is essentially rural, I consider the average experience is commendable.

With respect to the work of the pupils, one feature impressed me very favourably, and that is the increasing number of schools in the inspectorate with Grade VIII pupils. This means that the secondary school education for the rural child is each year becoming a problem of greater importance. The question is: How can we provide to the rural child facilities for a high school education? Apart from the high schools in towns and cities, its solution may lie in the encouragement at suitable centres of two roomed and consolidated schools with special grants for high school work.

There is but little to comment upon in the teaching of the various subjects. More attention is oftentimes necessary to the proper correlation of subjects and towards encouraging organisation, neatness and thoroughness in the work of the pupils. The standard subjects, with the possible exception of writing, are receiving good attention. The chief weakness in arithmetic is not a lack of time for the subject, but a lack of thoroughness and exactness in results. There is a tendency in reading and language work to merely hear the child read or to ask him to write apart from the training in appreciation or in the correct and adequate expression of thought. In geography and history, I have seen some exceptionally good work coloured by the individuality and interest of the teacher, and some exceptionally poor work, where the subject lacked perspective and practical application.

In this portion of the province, emphasis on school gardening is, in many cases, misplaced emphasis. In physical training, I am of the opinion that good marching exercises, motion songs and games might well take the place of the more formal exercises, too often carried out with poor results. About twenty rural schools have provided equipment for hot lunch and where the teacher is interested this becomes a feature of real training in the life of the school.

In the inspectorate as at present organised, there are no large or consolidated school districts. In former years there were several. I find at certain centres a growing interest in consolidation and doubtless with time it will develop.

During the year, I have discussed school matters personally with trustees or secretaries from over one-half of the districts. I consider the great majority of our trustees are interested in our schools. In some districts the educational spirit is quite manifest and parents and ratepayers respond readily to school activities of interest to the children. School picnics, school fairs, sport days, concerts, all reflect this tendency. A joint school fair and convention for the Sceptre and Swift Current inspectorates was held in Swift Current in the early part of October. There was a large attendance of teachers and there were some good exhibits of school work. Interesting and instructive addresses were given by Hon. W. M. Martin, Minister of Education, and by Colonel Perrett, Principal of the Provincial Normal School, Regina.

This inspectorate is now practically all organised into school districts. Six districts were organised this year amongst the Old Colony Mennonites and in the spring, steps should be taken towards the erection of buildings and towards providing educational facilities for all the children in the province.

During the year, I acted as official trustee in three districts amongst the Old Colony Mennonites. Buildings were erected and equipped, including one residence, and teachers placed in these schools. The assimilation of these people will be a slow process but with a few families breaking away from time to time, this problem will gradually be solved. The leadership of their ministers and headmen tends to keep these people removed from modern advancement, while at the same time it gives to these leaders a great authority over the flock.

During the year, 103 departments were inspected once, 21 (mainly urban) twice and 19 not at all. The varied duties demanded of your inspector, including four months work in the Provincial Normal School, Regina, two weeks on the consulting committee of the Board of Sub-examiners, the reading of appeals and special duties as official trustee, prevented a complete inspection. Also, the early advent of cold weather curtailed travelling through the country. The usual means of conveyance was a Ford car which was found quite satisfactory.

The concluding question in your prospectus for the Annual Report, is: "How may the work of inspection be made more effective?" I have given this matter careful thought and feel that the inspectoral work can be made more effective by the harmonising

of the principles of a just economic basis and a just professional basis for the inspectoral staff, such that apart from the official duties, there will be time, energy and means for professional reading, quiet thinking and recreation necessary for the individual uplift. Under the present standards this ideal does not appear to be realised.

I have the honour to be, Sir,

Your obedient servant,

W. S. CRAM,

ELROSE, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit for your consideration the following report upon my work in the Elrose inspectorate for the year 1919.

My territory consisted of eight municipalities, Nos. 225, 226, 228, 255, 256, 257, 258 and 285, with local improvement district No. 227. This inspectorate is divided into practically two parts—the northern extremity being comprised of a level area of heavy, rich clay loam while the part south of the range of hills contains a much lighter soil. Parts of the interior are very rough, consisting of broken ranch lands, sand hills and long chains of sloughs. There are but three passable roads running north and south and only two east and west. This territory has poor railway facilities, the Elrose branch of the Canadian Northern Railway skirting the northern edge of the inspectorate. As a consequence a central location for one's headquarters is out of the question. This necessitates extra travel and general inconvenience.

On January 1, 1919, there were 101 school districts organised with 100 departments in operation, and during the year one school district was added. There are seven school districts in which no school is built, namely, Brilliant Star S.D. No. 1912, Minnie Lake S.D. No. 3340, Southdean S.D. No. 3448, High Point S.D. No. 3992, Whitby S.D. No. 4098, Bonnie Doon S.D. No. 4132 and Monet S.D. No. 4169. Five of these districts have been operating under section 214 of The School Act. A reorganisation of the existing boundaries of the Southdean and High Point districts may be necessary to provide a sufficient number of children to warrant building a school. Sparse population, financial difficulties, the high cost of building material and the scarcity of labour are the chief reasons why buildings have not been erected in the five districts above-mentioned.

School Attendance.—The following schedule shows the classification of the pupils and the number present on the day of inspection.

Grades	I	II	III	IV	V	VI	VII	VIII	Jr. Form	Total
Enrolled...	618	239	264	289	174	116	67	75	36	1878
Present....	543	200	232	254	145	95	51	60	31	1611

Percentage of attendance 85.8

Approximately 33 per cent. of the total number of children enrolled are in Grade I and 59 per cent. of the total enrolment are not beyond Grade III, while only 1.9 per cent. have entered upon high school work. I am unable to report definitely any improvement in attendance since the enactment of The School Attendance Act. It would appear from the regularity of attendance as indicated in the above schedule that there is a combination of good influences at work, not the least of which is the awakened interest in education on the part of many parents. They realise that in intelligent and widespread education lies the country's surest protection against the dangers which at present threaten all communities.

Local School Administration.—While admitting the many advantages of the local unit in administration during pioneer stages and giving it all due credit for work effectively accomplished, there is manifested, nevertheless, a strong desire for the larger municipal unit. I believe if the latter were adopted, it would be received very enthusiastically in this inspectorate.

The following table indicates the months in which the various schools opened:

Month of opening.....	Jan.	Feb.	Mar.	April	May	June
Number of schools.....	30	5	24	6	26	4

The greater number of the schools opened after the middle of March and approximately 30 per cent. of the whole number were closed until the second week in May. Some of these are the most desirable schools in the inspectorate, but being farthest removed from a railway, are consequently the least attractive to teachers. The sentiment in favour of a yearly school seems to be steadily increasing. I believe in a great number of cases the teachers, and not the school boards, are the chief obstacles to longer term schools.

The school buildings, with the exception of three, are of the modern approved type. Four new buildings were constructed during the year. In the older buildings some defects exist to a greater or less degree—cross lighting, insufficient blackboard space, unsatisfactory seating accommodation, inadequate sanitary facilities, etc. On the whole, however, lighting and heating are very satisfactory and I am pleased to report the increased attention being given hygienic conditions in these schools. The teachers more recently trained have grasped the importance of

health work as an essential part of the school programme. School boards also have been asking for medical supervision, but so far no promises have been made.

Teachers.—The following table gives an idea of the class of certificates held, teaching ability and salaries received:

	First	Second	Third	Provisional	Total
Good.....	18	40	15	7	80
Fair.....	2	12	6	4	24
Poor.....	1	2	2	4	9
Total.....	21	54	23	15	113
Percentage of total.....	18.6	47.8	20.3	13.3	
Salaries.....	\$1,200 to \$1,500	\$1,080 and up	\$1,000 and up	\$1,000 and up	

The continual changing of teachers from one school to another is a very serious handicap to efficient work and general progress. Of the 64 teachers whose work was inspected in 1918, only 12 returned to the same schools in 1919. Added to this are the too frequent changes during the school year. The increased academic and professional standing now being required will tend to remove this restlessness and to promote permanency, yet in the final analysis the real problem is an economic one.

Suggestions re Teachers of Third Class Academic Standing.—Of the 23 third class teachers in the inspectorate, 15, or 65 per cent., were rated as good and these were with one exception holders of third class non-professional certificates. During 1920, many of these teachers, after remaining idle for the months of January, February, March and possibly April, will request an extension of their certificates. These requests may or may not be granted, but in any event, some of these teachers will have lost four months. For obvious reasons, it is difficult to persuade a teacher to leave her school in August that she may enter upon her second class work in a High School or Collegiate Institute. Too frequently a beginning made in January ends in failure and discouragement. Cannot some assistance be given to those teachers anxious to improve their academic standing? Is it not possible to organise a short course extending over the first four months of the year and conducted at central locations for the benefit of this class? The first course might be very similar to either Part I or Part II of the second class certificate. Admittance to such a course might be granted a teacher upon the recommendation of the inspector of schools in whose division she last taught. Upon the successful completion of the prescribed work, as reported upon by the inspectors in charge, a certificate covering the subjects of the course might be issued. Two sessions would, in all probability, enable the majority of those for whom the course is intended to qualify for second class standing.

General Progress.—In the work of the common subjects, arithmetic, grammar, spelling, reading and geography, satisfactory results are being obtained. Composition, history, current events and civics are for the most part poorly taught. Nor is the work of the special subjects well or uniformly taught. In many cases, the teacher has a too fragmentary and meagre knowledge of these subjects and of their application. Physical training is receiving careful and systematic attention during school hours, but the lack of appreciation for or enthusiasm in games is deplorable, to say the least. More emphasis ought to be placed on this phase of school life during the teacher's professional training.

Large Districts.—There are three consolidated schools in the inspectorate, namely, Hughton, Ardath and Conquest. The last two were organised during the year and consist of districts formerly known as Romworth S.D. No. 1297, Warminster S.D. No. 1564, Layfield S.D. No. 1850, Ardath S.D. No. 2863, Conquest S.D. No. 3139 and Violet Hill S.D. No. 2347. As increased accommodation is required in both centres, no attempt has been made to operate a van system. The smaller schools are carrying on as prior to consolidation. Hughton S.D. No. 2496, organised in 1914, contains 50 sections, 16 of which are operated by one company. This produces a condition that makes the successful operation of a school difficult. This school had been conducted for some time on a rural school basis except that a conveying allowance was granted. Many felt that their children were not getting the advantages of consolidation and urged that high school facilities be provided. Accordingly in March, with a total attendance less than 35, it was decided to open a second room. A second teacher, a university graduate, was engaged at a salary of \$1,400 per annum. She is still in charge of the senior room. The work of the primary grades is conducted by a teacher of first class standing

The following schedule will indicate the success of the new plan as compared with the mediocrity of the former niggardly system:

Grades	Date of visit Sept. 27, 1918		Date of visit Nov. 18, 1919	
	Enrolled	Present	Enrolled	Present
I.....	11	5	12	12
II.....	4	4	3	2
III.....	3	2	4	4
IV.....	5	2	5	5
V.....	3	1	3	2
VI.....	..	..	..	..
VII.....	..	..	7	7
VIII.....	1	..	1	1
Pt. I Third.....	..	..	4	4
Pt. II Third.....	..	..	4	4
Total.....	27	14	43	41
Percentage of attendance....	51.8		95.3	

A dozen or more pupils have resumed their school work after absences of from one to three years. It is also gratifying to notice the increased regularity of attendance. Private rigs are used by the children while the roads are passable and the weather is not too severe. During the winter months accommodation is provided in the village.

Work as Inspector.—During the first four months of the year I assisted with the First and Second Class work in Saskatoon Normal School. During the first week in May, I commenced the work of inspection using a car almost continuously until the latter part of October. Outside this regular work, considerable time was devoted to conferences, meetings of ratepayers to discuss consolidation, better school facilities, etc., organisation meetings for school exhibitions, a school convention, attending school exhibitions and group meetings of teachers. In all I travelled 2,541 miles by railway and 4,311 miles by automobile. Some time was spent in marking essays for the teachers' reading course.

School exhibitions were held at Sunkist, Greenan, Hughton, Macrorie and Conquest. At each place an evening meeting was held and was particularly well attended. Forty-five schools of one department were inspected twice, one school three times and six schools of two departments were inspected on two occasions. Forty-two schools of one department were inspected once only. Had it not been for the early winter, I should have been able to visit all the schools in the inspectorate a second time.

On the occasion of my visit to a school district I endeavoured to interview at least one trustee and frequently I had the pleasure of meeting the board.

The teachers of the Elrose inspectorate held a very successful convention in Conquest on September 24 and 25. Mrs. R. W. Asselstine, Mr. R. W. Asselstine, vice principal of the Saskatoon Normal School and Mrs. Feeny of Regina, were present and gave valuable assistance.

During the year, considerable interest was aroused in consolidation. At present there are four centres—Elrose, Forgan, Bounty and Birsay—actively working towards better school facilities by means of consolidation. In conclusion, I wish to state that the educational work, in my opinion, is making very substantial progress and the outlook is encouraging.

I have the honour to be, Sir,

Your obedient servant,

T. M. CREIGHTON.

RADISSON, January 1,^r 1920.

HON. W. M. MARTIN,
Minister of Education.

SIR,—I have the honour to report on the Radisson inspectorate for the year ended December 31, 1919, as follows:

This district stretches from the north branch of the Saskatchewan river on the south to Big River on the north, a distance of about 106 miles, and varies in width from 18 to 60 miles. It comprises an area of 3,240 square miles and includes the following rural municipalities: Nos. 405, 434, 435, 464, 465, 466, 495, parts of 406 and 436, also local improvement districts Nos. 525, 555, 585, 586 and 587. The inspectorate contained on January 1, 1919, 98 districts with 119 departments in operation. Two additional departments were opened during the year and three new districts were erected. One of these districts opened school immediately in temporary quarters, while the other two being formed late in the year did not attempt operation.

I found in many cases the attendance fairly good, while in a few instances, for various reasons, it was far too low. There has been, however, a substantial improvement in attendance since The School Attendance Act came into force. The following schedule shows the attendance in the various grades and also suggests the necessity of raising the age limit for compulsory attendance. I would suggest that pupils be required to complete the work prescribed for Grade VII before leaving school.

Grades.

	I	II	III	IV	V	VI	VII	VIII	Jr. Fm. Fm.	Mid. Fm.	Sr. Fm.	Total
Enrolled...	1281	437	488	341	238	108	63	70	27	5	1	3059
Present....	1001	368	388	285	194	83	50	59	27	5	1	2461
Percentage of attendance 80.45												

The administration of the schools in this inspectorate is generally unsatisfactory. Those schools which have been in operation for a period of years present the greatest problems. The school boards seem to consider their duties completed when a teacher has been engaged. Other matters, such as school gardens, tree planting and beautifying the grounds, generally receive but scant attention. To many boards beauty carries no message. The trustees' convention which should be suggestive and instructive in all these matters, appears to be of little value. Either the delegates are impervious to suggestion or are incapable of giving expression to the ideas assimilated. Many of them are quite satisfied that the school should remain year after year the most neglected centre in the community when the very reverse should

be true. Generally speaking, school boards will acknowledge the necessity of a warm room but the term "sanitation" is foreign. I am pleased to be able to say, however, that in the case of recently erected buildings where an architect's plans have been secured, the regulations respecting lighting, heating and sanitation have been observed. The water supply in most schools is unsatisfactory. In many cases, the wells would be satisfactory if cleaned out at regular intervals. I have little use for the sanitary fountain or the tank with a tap, as these vessels are either out of repair or the supply of water in them is low and unfit for use. I know of no instance where an adequate supply of fresh water is kept on hand when such supply is furnished from a distance. The argument of the board that no well has been sunk because water could not be secured, has no weight when there is a good well at every farm house in the district. The school is without a supply of water through the indifference or penuriousness of the board. On several occasions, I have told boards that their first duty is to carry out the Regulations of the Department and if they find themselves unable or unwilling to do this, their second duty is to resign.

The supply of qualified teachers was not equal to the demand so that a number of permits had to be issued. I am pleased to note, however, that the number of permits issued during 1919 was much smaller than in 1918 and would have been still smaller if teachers' residences were more plentiful. The following schedule shows the standing of the teachers in this inspectorate:

First Class	Second Class	Third Class	Permit	No standing	Total
18	60	32	17	5	132

The properly qualified teachers are generally doing good work and so are some of those holding provisional certificates. The most unsatisfactory work is done by provisionally certificated teachers from Quebec. Their academic standing is low; their knowledge of English very limited and their methods, if any, quite antiquated. The salaries paid in the non-English schools are higher than in the purely English district, so that as soon as suitable housing accommodation can be provided in these districts they will generally be in the hands of qualified teachers. The question of teachers' residences in this inspectorate will be pushed during 1920.

I found quite satisfactory progress being made in all the common subjects except primary reading and spelling. Teachers do not make sufficient use of the blackboard in reading, but start their classes directly with the text, with the result that the child, with no vocabulary or practice in expression, becomes a mere "word namer." The child has no interest in the lesson apart from naming the words in succession till the paragraph is completed. It would be well for the Normal Schools to emphasise this point quite strongly, for the habit of word naming once acquired is with difficulty overcome. Spelling is seldom taught but in many

cases the lesson consists of a list of meaningless words given to the child who proceeds to memorise the combination of letters forming the word. Agriculture and physical training are being duly recognised, but manual training and household science receive but scant attention. Good work is being done in school gardening where school boards can be induced to prepare the grounds. The noon lunch is being well received wherever it has been introduced. Here again, the chief difficulty is to induce the board to make the necessary initial outlay.

There are no large districts in this inspectorate, but a number of schools are already taxed to the limit for accommodation and will have to be remodelled into two-roomed buildings with two teachers in charge. Some of the boards have indicated a willingness to improve in this respect while in other cases pressure will have to be exerted in order to secure the desired result.

I used a car as a means of conveyance and found it quite satisfactory especially when long distances had to be covered. The car enabled me to return home very frequently in the evening and thus take advantage of home life as well as give attention to correspondence and other matters of importance. I usually locate for a short period in some centre of the inspectorate, inspect all schools within reach and then move to another point. I find this quite satisfactory as it saves much travelling and enables me to become familiar with conditions in the various sections of the inspectorate. One difficulty in working this field arises from the awkward shape of the territory with no central point from which to work. The district is touched by three railways which are practically useless for inspection purposes. One line just touches the south end of the inspectorate, another crosses it just north of the properly organised portion, but this line is of little value, as connection with it can only be made at North Battleford or Prince Albert and it gives only a tri-weekly service. A third line running from Shellbrook to Big River touches my division on the extreme north. This line also gives but a tri-weekly service and, as some of the schools are thirty-five miles from it and must be reached by horse and rig, the railway is of little assistance.

Three months were spent in connection with Normal School work in Prince Albert, one month reading teachers' essays and considerable time attending to school exhibitions and organisation work in the more remote portions of the inspectorate. We had a number of very successful school picnics in different parts of the division as well as four school fairs. I find these very valuable as affording opportunities for meeting boards and ratepayers. They also afford opportunities for the people of non-English communities to get out, meet their neighbours and become interested in the games and amusements incident to these gatherings. All of the schools in this inspectorate were inspected once, except in the case of one school—St. Pascal—which was not opened as there were so few children in the district. A total of 119 departments were inspected once and 63 the second time. Fourteen visits were made when the schools were closed. With the ground work of organisation well under way more time can be given to inspection

work. I keep in touch with the trustees and ratepayers by means of school fairs, picnics, conferences with boards and secretaries and special visits to individual members of the board. This takes up a great deal of the inspector's time but seems to be the only way to secure the necessary reforms. Yearly schools, better attendance and school gardens are advocated and encouraged by personal interviews with school boards and teachers, as well as by means of regular reports and special letters to trustees. The results in some cases are gratifying, while in others the seed falls by the wayside. Possibly this may be expected in any inspectorate in which non-English problem looms so large. The following schedule indicates the nature of this problem in this portion of the province, the nationality of the pupils enrolled being given.

Nationality	No. enrolled
British.....	1,000
Ruthenian.....	810
Russian.....	393
French.....	389
German.....	239
Swedish.....	127
Austrian.....	39
Belgian.....	5
Polish.....	5
Negro.....	4
Total.....	3,011

In conclusion I may say that a large part of the inspector's time is employed in attending to matters of school administration. He frequently has to travel many miles to find out why the school is not in operation, why there is no supply of water provided, either for drinking or washing purposes, or why no fuel has been ordered long after the cold weather has commenced. These and kindred matters will be given due attention when boards have a proper appreciation of the importance of their work—when they are trustees not merely of funds, but trustees of the present and future well being of the child and consequently of the future of our country. A changed view point on the part of the school boards is necessary, but, as it is easier to change the view point of one than of a dozen boards, I favour the introduction of the municipality as the unit of school administration.

I have the honour to be, Sir,

Your obedient servant,

W. J. DRIMMIE.

ELBOW, January 1, 1920.

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I beg to submit the following report of my activities as inspector of schools for the year 1919.

Extent of Inspectorate.—The Elbow inspectorate consists of the following municipalities: Rudy No. 284, Loreburn No. 254, Maple Bush No. 224, Huron No. 223, Eyebrow No. 193, Enfield No. 194 and part of Vermillion No. 195. The approximate area of this territory is 1,950 square miles.

On January 1, 1919, there were 96 school districts in the inspectorate, with 111 departments in operation. During the year no new districts were erected, but two departments were added, one in Glenhill S.D. No. 2581 and one in Riverhurst S.D. No. 3836. In two districts, Faulkton No. 3593 and Erskine No. 2073, the schools were closed during the year because of insufficient children. There are now 96 districts with 113 departments in operation. There are no districts without school houses. There are, however, two parcels of unorganised territory, one west of Elbow and one north-west of Hawarden. These may be added to existing districts or made into separate districts.

Enrolment and Attendance of Pupils.—The following schedule will show particulars regarding the enrolment and attendance of pupils.

Rural Schools.

Grade	Number enrolled	Percentage of total enrolment	Number present	Percentage present
I	525	33.72	433	82.66
II	200	12.85	172	86.
III	244	15.67	208	81.14
IV	239	15.35	187	78.24
V	133	8.54	116	87.21
VI	95	6.1	77	81.05
VII	65	4.18	56	86.15
VIII	46	2.95	34	73.91
First year High School	10	.64	5	50.
Second year High School				
Totals	1,557		1,289	82.78

Village and Town Schools.

Grade	Number enrolled	Percentage of total enrolment	Number present	Percentage present
I	237	28.21	214	90.29
II	115	13.69	107	93.04
III	84	10.	77	91.68
IV	109	12.97	102	93.57
V	85	10.12	81	95.29
VI	53	6.31	47	88.69
VII	45	5.36	42	93.33
VIII	54	6.43	48	88.88
First year High School.....	43	5.12	40	93.02
Second year High School.....				
Third year High School.....				
Fourth year High School.....	13	1.55	13	100.
	2	.24	2	100.
Totals.....	840		773	92.26

All Schools in Inspectorate.

Grade	Number enrolled	Percentage of total enrolment	Number present	Percentage present
I	762	31.79	648	85.03
II	315	13.25	279	88.57
III	328	13.29	285	83.84
IV	348	14.53	289	83.04
V	218	9.09	197	90.36
VI	148	6.18	124	83.78
VII	110	4.68	98	89.09
VIII	100	4.28	82	82.
First year High School.....	53	2.24	45	84.9
Second year High School.....				
Third year High School.....				
Fourth year High School.....	13	.55	13	100.
	2	.12	2	100.
Totals.....	2,397		2,062	86.02

From the above it will be seen that over 31 per cent. of the pupils are in Grade I, over 45 per cent. are below Grade III, over 58 per cent. are below Grade IV, and over 72 per cent. are below Grade V. The percentage of pupils enrolled steadily decreases from Grade I until in Grade VIII it is only 4.28 per cent. of the whole. This condition shows an unfortunate retarding of the pupils of from one to two years. With the natural increase in the school population, a longer school term and a tendency to lengthen the school life of the child, a much better showing should be made in the future. It is difficult to secure statistics to show the degree of improvement attained through the enforcement of The School Attendance Act. The letters sent out by the Chief Attendance Officer have undoubtedly caused parents to consider the education of their children more seriously. Teachers report that the pupils

are attending school more regularly. Every one who mentions the subject at all has a good word to say for The School Attendance Act.

Local School Administration.—In some districts school affairs are efficiently managed. One of the finest rural school buildings I have seen in the province has recently been erected in Eden Valley S.D. No. 1494. Here the people abandoned a school which is superior to some that are still in operation. The spirit exhibited in this district may be seen in various places where the people are undoubtedly anxious to secure good educational facilities. But, in far too many instances, lack of interest and carelessness are evident in the management of school affairs. For instance, fourteen visits were made to school districts only to find the schools closed. The secretaries had failed to send notification as required. This meant much useless driving and waste of time. Some trustees have yet to learn that an inspector's time is at least as valuable as their own.

In regard to securing improvements there is too much procrastination. For example, in twenty-one districts the school grounds are not over one acre in area, in thirty-one they are not fenced, in fifteen some trees have been planted, in six the trees are in poor condition, in eight there is some playground apparatus, such as a swing or teeter, twenty-two have some provision for athletics, fifty-two schools are scrubbed less than once a month, fifty two are scrubbed once or twice a year, twenty-six toilets were very unsanitary, in fifty-two others sanitary conditions were fair only, twenty-one schools have antiquated platforms in the class rooms, twenty-seven were without water filters or tanks, while many others lacked towels, soap and other sanitary conveniences. Ten rural and village districts had no stables.

The question of a wholesome water supply is a serious one in certain parts of the inspectorate. Very few schools wells are a success. In several districts good wells are situated short distances from the school houses, but in the majority of cases they are not within easy reach. Some schools have either the misnamed sanitary fountain or water coolers with taps at the bottom. In others the open pail, jug, jar or bottle is still to be seen. Where good wells cannot be secured or where there is no other source of supply near the school, the best arrangement seems to be an underground cistern with cement bottom and sides having a brick partition across the centre. The water is hauled in tanks and placed in one chamber of the cistern, from which it filters to the other and is then pumped to the surface. The fountain type of water container often found in schools is not sanitary except when full or nearly full of water. Otherwise there is not enough pressure to force the water more than an inch or so above the bubbler. This leads the children to press their lips against the bubbler, with the result that all the evils connected with the common cup are perpetuated. These sanitary fountains should be omitted from the authorised list of equipment, because they are practically useless unless connected with a waterworks system. Too many schools are without

a water supply of any kind. This is a matter which requires more attention from boards of trustees.

In regard to the interior equipment of schools the following figures are instructive. In eleven schools the seats were not fastened to the floor or to wood strips, in eleven others they were unsatisfactory for various reasons. In eleven schools the teachers' desk were not satisfactory, forty-nine schools had no weights, thirty-nine had no measures, sixty-six had no scales, fifty-eight had no charts of any kind, eight had no wall clocks, in twenty-one the clocks were out of repair, forty-three had no waste baskets, two had no bells, two were without globes, in three the globes were out of repair, twenty-two had no pianos or organs, eight had no bookcases, twelve had unsatisfactory blackboards and only twenty-six had any pictures on the walls. We may not expect to see every school perfectly equipped, but the above facts point to the necessity of greater attention being given to the improvement of the school environment.

Very little thought has been given to the beautification of the school grounds. An effort has been made to secure a good fence about every school, as well as a belt of trees and a school garden. A number of fences were built during the year and others have been promised at an early date. People generally fail to realise the effect of a pleasing environment on the characters of the children, or the vital necessity of proper hygienic conditions. When these are more fully appreciated we may expect to see the bare, bald and uninviting school site made more attractive by shrubs, trees, grass plots, etc.

There is a tendency to operate the schools for as long a term as possible. No doubt the absence of good roads, severity of winter weather and the distances to be walked or driven make it difficult to maintain a school for 200 days or more. This is, however, partially overcome by taking a long vacation in the winter and reducing the summer holidays to one or two weeks. I believe that in most instances the people desire to keep the school in operation for as long a term as possible.

New schools are being built in Glenside, Eyebrow and Central Butte. A new building will be erected in the spring at Bridgeford and possibly at Hawarden and Strongfield. The schools at Eyebrow and Central Butte will provide for four departments each and those at Glenside and Bridgeford for two departments each. An addition was built to the Riverhurst school which will afford ample accommodation for present requirements.

Teachers.—The following schedule shows details regarding the number of teachers in the inspectorate, their standing and where and when they received their professional standing.

Certificate held	Male	Female	Total	When trained						
				1919	1918	1917	1916	1915	Previously	Not trained
First.....	4	19	23	4	7	2	1	..	9	..
Second.....	4	56	60	13	7	7	7	8	18	..
Third.....	3	37	40	9	6	6	3	3	13	..
Provisional.....	1	5	6	1	..	..	1	1	2	1
Total.....	12	117	129	27	20	15	12	12	42	1

Certificate held	Where trained											Total
	Sask.	Alta.	Man.	Ont.	Que.	N. B.	N. S.	P.E.I.	Gt. Brit.	U.S.	Not trained	
First.....	14	1	..	3	..	1	2	..	1	1	..	23
Second.....	37	..	4	9	2	1	5	1	..	1	..	60
Third.....	24	..	2	5	1	3	4	..	..	1	..	40
Provisional.....	1	..	1	2	..	..	..	..	..	1	1	6
	76	1	7	19	3	5	11	1	1	4	1	129

Out of a total of 129 teachers only six had provisional certificates and of the latter, one was without professional training. That is, only one school in the inspectorate was in charge of an untrained teacher. It is further observed that 17.82 per cent. of the teachers held First Class certificates, 46.51 per cent. had Second Class standing, 31 per cent. had Third Class standing and 4.67 per cent. had provisional certificates. It may be noted also that 58.91 per cent. were trained in Saskatchewan.

The rate at which the ranks of the profession are being depleted is strikingly illustrated by the fact that 66.66 per cent. of the teachers were trained within the last five years. The more lucrative attractions of other professional or business life, the distances of boarding houses from the schools, poor boarding accommodation and the uninviting environment of some rural districts all contribute to draw teachers into other avenues of activity. When teachers receive as much remuneration as they may obtain elsewhere, when the social life of the country is such that teachers can find it congenial and when the rural districts enjoy more of the advantages of urban centres, we may expect to find the profession more permanent. When this occurs there will also be a tendency for teachers to treat their work more seriously than some are inclined to do at present. True, there is a goodly percentage of teachers who devote themselves unselfishly to the educational interests of the district. But, on the other hand, far too many either lack the training and ability or are not sufficiently interested to apply themselves with that diligence and devotion which alone insure success. A shocking amount of time is wasted through defective

organisation, lack of proper correlation of subjects, weak methods of instruction, insufficient knowledge of the branches taught and general inefficiency. While the quality of the work in the classroom seems to be steadily improving, the standard is still far below what might be reasonably expected. Moreover, with adequate salaries and a larger supply of teachers we can demand that our teachers treat their occupation more as a profession and less as a mechanical routine. Instead of merely *hearing* lessons we may expect to see lessons *taught* with an interest and vitality that will be reflected in increased intellectual and moral development of the pupils. It is hoped that the lengthening of the Normal School term may hasten such a change.

It has been noticed that some teachers are seldom at school many minutes before the time of assembling the pupils. This means that there is little or no time to place work upon the blackboard or arrange many of the numerous details of the day's activities which may require attention, unless this is done the previous evening after the pupils have left the school, which is seldom the case. A teacher should regard it as a duty to be at school early. To make this more common than at present it is recommended that The School Act be so amended as to require teachers to be on hand at least fifteen minutes before the time of opening school in the morning and at least five minutes before the time of opening in the afternoon.

Progress of Pupils.—In the town and village schools the pupils are making fairly satisfactory progress, but in the rural districts their standing is very inferior. Particular attention is drawn to the attainments in reading, history, geography, civics, grammar, arithmetic and some of the special subjects. A great deal of mere wordnaming passes for reading, to say nothing of persistent mispronunciation of words and stumbling over the lessons in a painful fashion. Very few pupils can be said to know much history. They may get a smattering of historical facts, but these are not interpreted with reference to modern life and hence are of little use. They also know little about such geographical data as the physical features, climate, resources, transportation systems, imports and exports of the country or the characteristics of the people. One reason for this condition is found in the authorised text in geography. This book has been roundly condemned by teachers as inadequate for school purposes, yet it is retained as a text. In fact, I have never heard much in its favour. The same may be said of the text in Canadian history, which is too difficult for public school pupils. Concerning civics it may be said that the pupils know practically nothing. In nineteen schools this subject was not taught at all. In seven others it was taught occasionally or incidentally. It was impossible to find that any foundation had been laid in the work. Some pupils showed ignorance in regard to such points as the name of the King of Great Britain, the Governor General of Canada, Premier of Saskatchewan or the most elementary notions about our system of government. Considering the vital necessity of training the pupils in the duties and responsibilities of citizenship, especially where we are surrounded by factions which advocate false theories

of government, it is lamentable and may even be suicidal, to allow pupils to grow up in ignorance of their country's affairs. The reference text in this subject is not written in such a way as to coincide with the plan usually followed in teaching it. Instead of progressing from the Imperial Government to the local units of administration the order should be reversed. The book should outline a complete course in the subject, with suggestions and helps regarding its presentation to the pupils.

In grammar insufficient emphasis is placed upon the development of reasoning power. In arithmetic the same is true, with the added defect of inability to calculate rapidly or correctly. There is too much memory work and not enough thought.

The following schedule will furnish statistics regarding the number of classrooms where the special subjects are taught, as well as several other particulars.

	Hygiene	Household Science	Physical Training	Manual Training	Music	Art	Nature Study	Civics	Patriotism	Flag salute	Noon lunch	Thrift Stamps	Total number of departments
Rural.	56	28	73	48	65	81	64	26	40	17	11	17	85
Village and town ...	26	5	22	10	23	29	25	21	16	4	..	19	28

Household Science includes sewing, knitting, crocheting, patching, darning and preparing the noon lunch. Manual training consists of paper folding, cutting and tearing, modelling and raphia work. Music consists largely of rote singing.

Large Districts.—There were no large districts in operation during the year. One such district was organised at Bridgeford and one was approved by the ratepayers of Hawarden vicinity, although this district has not been formally erected yet. The question of consolidation is one which is being widely discussed by people in the rural districts. Many object to sending their children to the secondary institutions in the cities on account of the expense involved and also because of the lack of parental supervision. The majority of the people desire for their children the benefits of higher education as soon as they are ready for it and are willing to pay a comparatively heavy tax to obtain it.

Rural Education Associations and School Fair Work.—An attempt has been made to promote community interests by organising the inspectorate for school garden and school fair purposes. Last spring rural education associations were formed in the municipalities of Enfield, Maple Bush, Huron, Eyebrow, Loreburn, and Rudy. These organisations were to have the general oversight of the activities in each municipality, to form a link between the individual schools and to work in conjunction with the rural agricultural committee which was the chief executive in charge of the whole inspectorate. In these rural education associations

were included men and women from various occupations, including farmers, merchants, bankers, secretaries of municipalities and clergymen as well as teachers. It was the aim, also, to work in harmony with other societies which had the advancement of the interests of the local community in view, including agricultural societies, grain growers, homemakers' clubs, etc. A prize list, containing rules and regulations to govern school fairs, classification of exhibits and other information, was issued to teachers and others interested in agricultural work. In the fall school fairs were held at the following points: Brownlee, Eyebrow, Tugaske, Elbow, Loreburn, Hawarden, Outlook, Glenside, Wingello S.D. No. 2361 and a central fair at Elbow. At each of these fairs the number of exhibits varied from 200 to 800. The showing was considered very satisfactory and aroused no little interest among those who saw the exhibits. They were a surprise to many who did not know before of the variety of work taught in the schools. Later in the fall a number of rural education associations undertook to further community work by arranging for literary societies, debating clubs and community clubs. By this means it was planned to keep the organisations together and at the same time provide for mental recreations which should have good results both in improving the individual and in making for better community life. One of these societies is meeting every two weeks and is carrying on the work with four committees having charge of the literary, debating, social and musical departments respectively. There is a wide field for this kind of work and good results are anticipated from the efforts being made.

Work as Inspector.—To reach the various schools I use a Ford runabout. Usually the town and village schools are visited first by train, then when the roads dry up the car is used. I find that a car is much more convenient in every way than a team of horses. Sloughs, mud holes and breakdowns cause some delay at times, but this loss was more than made up by being able to cover the country more quickly than would be possible with a team. There is also the added difficulty of obtaining suitable accommodation in certain sections of the country. In such a case one can drive home or to the nearest town without undue delay.

I plan to cover the entire territory once before beginning a second round. When two inspections of each school are not possible a second visit is made to schools where there has been a recent change of teachers, where I wish to see again the work of some particular teacher or where it is desirable to learn what progress is being made in providing some urgent improvement in the school plant.

From January 1 until Easter week I was engaged in the Saskatoon Normal School assisting with the Second and First Class work. During Easter week I attended the Inspector's convention and the annual convention of the Saskatchewan Education Association. Other extra work included several meetings at Riverhurst to arbitrate respecting certain proposed changes in the boundaries of that school district, meetings to arrange school fair work, organisation of rural education associations, several meetings

of ratepayers to discuss consolidation of schools at Hawarden and Lake Valley, attending school fairs and assisting in judging the exhibits, arranging for the local annual convention of teachers, planning school fair work for 1920, revision of prize list, etc., publicity work connected with school fairs, correspondence and general office work. The latter item includes more than 400 letters written during the year on Departmental business.

During the year every school in operation was inspected. Details are as follows: Rural schools inspected once, 83; twice, 14; town or village schools inspected once, 11; twice, 11; departments inspected once, 30; twice, 28; departments inspected three times, one; total number of inspections, 156. The number of visits to districts where no inspection was made was 14.

The shape of the inspectorate makes it impossible to work to the best advantage. It extends from the southern boundary of the Dundurn Forest Reserve to Brownlee and from Lake Valley to Riverhurst. Since it is long and narrow, being but seven to ten miles wide at Elbow, much time is occupied in reaching schools which are situated any appreciable distance from the centre. In addition to this a ridge of sand hills crosses the country from east to west just north of the Qu'Appelle Valley. The surface of the country is such that the only convenient road south from Elbow is one between that village and the Saskatchewan river and even this road is a poor one. If the boundaries of the inspectorate could be so arranged as to give it a more rectangular shape much time and effort could be saved.

I can see no useful purpose in making the inspectoral boundaries coincide with those of rural municipalities. For instance, there are a number of schools tributary to Elbow which I do not visit because they are in the municipality east of the village. Another man must drive thirty miles or more to see schools which I could reach by driving less than half the distance. Moreover, I have to pass several of these schools in order to reach four others in the northern end of Huron rural municipality, namely, Eildon, Pilgrim, Ames and Beacon, districts which could all be easily reached from another centre. If the boundaries of inspectorates were arranged with reference to the accessibility of the schools rather than following the municipal boundaries our duties could be more easily performed, and time spent on the road could be used in the classrooms.

General Comments.—At present the school grant is paid on the basis of the number of days the school is in operation, the qualifications of the teacher, the size of the district, the length of time it has been organised and the provision made for pupils above grade VII. Under such a system the school doing good work receives no more grant than the one doing very unsatisfactory work. By simply keeping the school open, even though the teacher may be a mere tyro and the equipment the worst possible the grant may be earned. This plan does not seem to encourage the district where the people are anxious to provide the best possible equipment and make the physical environment healthful and attractive. Both classes of schools are placed on the same level as far as the grant is

concerned. This scarcely seems equitable. If schools were divided into classes according to their cleanliness, hygienic conditions and standard of excellence attained and if these qualities were made to count for something in determining the amount of grant, trustees might be more expeditious in improving the school premises. In other words, the schools should be scheduled according to some standard and made to reach a certain degree of excellence before being permitted to share in the money to be used for educational purposes. It might be necessary to increase the yearly grant to schools, but it would be worth while. Even on the present basis it might be well to consider ways and means to increase the amount of money available for school grants.

I have the honour to be, Sir,

Your obedient servant,

HOWARD A. EVERTS.

WILKIE, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit herewith the annual report of the Wilkie inspectorial division for the year 1919.

The territory in this division was composed of rural municipalities Nos. 409, 378, 379, 380, 348 and 349 and in addition, twenty-nine schools distributed among rural municipalities Nos. 410, 408, 381 and 439.

At the beginning of the year there were 97 school districts in this area, containing 107 departments. Five new districts of one department each were added during the year. There are five school districts where no school building is yet erected. In the case of the Farmer S.D. No. 421 and the Moose Park S.D. No. 2802, the number of children in the districts has not been sufficient to warrant the building of school houses. The Norwich S.D. No. 3745 was organised, and is still operating, under section 13, subsection (14), of The School Act. The Rosebrier S.D. No. 4105, the Rhyl S.D. No. 4265 and the Local Centre S.D. No. 4270 were erected this year and have not yet built schools.

The amendment to section 4 (d) of The School Attendance Act, by which it was made applicable to pupils living two and one-half and three and one-half miles from school, was a move in the right direction. I should be glad to see this section further amended to make the Act applicable to all children in the province irrespective of their distance from a school house. In this case there should be available from some source a grant to cover a part of the cost of conveyance for those pupils living very far away. The state cannot afford to let children grow up without education, no matter where they live and no matter what the cost may be. My observation would lead me to believe that The School Attendance Act has reached the second stage of its usefulness. Hitherto the chief

benefit of the Act seemed to be to improve the attendance of those whose non-attendance was due largely to a certain amount of indifference to or lack of appreciation of the educational facilities provided. This year, however, the Act appears to be reaching those parents who for any reason are openly opposed to sending their children to school. I have found the work of the provincial police in this connection very efficient. Section 6 (2) apparently requires amendment. Perhaps limiting exemption to pupils above a certain standard of education would help. I fancy also that if some responsible authority were given power to cancel exemptions when not wisely granted, it might have a wholesome effect in leading trustee boards to act more cautiously when granting such exemptions. Most boards show due discretion in this matter, only a small minority abusing the authority given them. I am of the opinion that The School Attendance Act is a very beneficial measure and that it is appreciated as such by the public.

There is an improvement in the local administration of schools, although much is still wanting along this line. Boards are realising more fully the need for longer school terms and an increasing number are facing the problem of keeping their school open the whole year. This latter course appears to be the only practical way of making the school year longer. Those schools that remain open the whole year secure practically all the teachers available at the beginning of the year. The others have such difficulty in getting teachers that many of them do not succeed until a month or two after the date decided upon for opening the school. I do not know of a case in which a board has actually tried to keep its school open and has made proper provision for cold weather, where the result of the experiment has not warranted its repetition. Many schools have remained open with a fair attendance during November and December, both of which were severe winter months, and yet maintain that it is not practicable to keep their schools open "during the winter." I am satisfied that a much larger proportion of our schools could be run successfully during the whole year under more efficient administration, that is, if trustees, parents and teachers had but the courage to undertake carrying on the school the whole year. I know of a case where a rural school was kept open through a hard winter with as good an attendance of both large and small pupils as during the summer. Over twenty pupils attended and they lived the usual distances from school. Some small pupils did not miss a day from school all winter. This was largely due to the teacher.

Some of the difficulties in the way of the winter school are—poorly built schools, inadequate heating plants, no storm windows, no adequate provision made for fire-lighting, poorly built stables unfit for horses to stand in through the day, stormy weather, some pupils too young to drive alone and their parents unwilling to drive them. Most of these difficulties can be overcome directly by efficient administration and as a result, some of the other difficulties would be overcome indirectly.

I need not repeat what I have said in previous reports in support of municipal administration of schools. I shall only add here that

I am quite convinced that the more efficient administration referred to above would develop much more rapidly and to a much higher state of efficiency if we had municipal school boards. I am also of the opinion that public sentiment in favour of the change is steadily growing.

School boards are more sensitive than formerly to deficiencies in their school buildings. In a few cases this sensitiveness has produced actual improvements, such as a new floor, an enlarged entrance to provide toilet rooms, etc., painting, storm windows, eavestroughs and in the case of the Scotstown S.D. No. 2467, a splendid new building. A few new school districts have built this year and their buildings are quite creditable. Most of the older buildings have cross lights but it does not seem wise to insist on extensive alterations to rectify this if other conditions as to size, etc., are acceptable. It is found that the distribution of light can be substantially improved by proper tinting of walls and ceiling and the use of translucent adjustable blinds. The Waterman-Waterbury jacketed furnace is found in a large number of the schools and on the whole these schools are heated and ventilated much better than the other schools.

There seems to be a general willingness on the part of boards to provide the two acres of school ground, also to fence and cultivate same. The cultivation receives poor attention, however. It seems strange that in farming communities it should be so difficult to get a little cultivation properly and regularly done for the school. It is very rarely that I find a school ground in a satisfactory state of cultivation. Where there is cultivation, a crop of weeds is usually growing. Tree planting has been attempted by a large proportion of the schools, but with poor success. I am of the opinion that inadequate cultivation is the chief cause of failure, although climatic conditions during the year have also been poor. Occasionally the results seem to baffle even those in the vicinity who have had considerable success from their own planting. School gardens have not been a general success this year. Indeed, many were considered by teacher, pupils and trustees to be total failures. In these cases of course they were failures, although they need not have been. The garden that does not grow things can be made just as vital a problem as any other garden. The problem is different—it is the problem of how to make that garden productive, with all the minor problems involved therein. The chief benefit of a garden is not the produce gathered from it, but the educational results accomplished by means of it. One of the most successful gardens I saw this year was in a district where most people thought a garden could not be grown owing to lack of moisture. This garden received one good soaking during the summer by artificial means and the rest was done by cultivation.

Trustee boards are, I think, generally willing to provide fair equipment, sanitary and otherwise, where they are sure that the teacher will make good use of it. Teachers are improving in this respect, but there are some grounds for the fear on the part of boards that equipment would not be used were it provided, because frequently teachers have simply allowed it to deteriorate and made

no use of it. Some boards, of course, assume a wrong attitude entirely toward equipping their school. Again, there are many cases where the trustees are willing to get what is wanted, but the long delay in procuring things is very trying to their patience and detrimental to the school.

With respect to sanitary conditions in the school generally, I have been very much gratified with the many cases of decided improvement this year and the many other cases where serious attempts at sanitation were being made. Generally speaking, where the teacher was capable along this line, conditions were acceptably good. Sometimes I found the teacher to be the chief offender. The sentiment throughout the schools generally is such that with the assistance and co-operation of the school nurse most teachers can do good work along the line of health education if they have the proper viewpoint and enthusiasm for the work. An important factor in bringing about improved sanitary conditions in the schools here has been the splendid work done by members of the very efficient staff of the school hygiene branch of the Department. The courses on school hygiene in the Normal Schools appear to be proving effective. Teachers who have had their Normal training in Saskatchewan during the last couple of years are fairly well acquainted with what is necessary. Many of them are not able to accomplish much improvement during the one year or less that they are in the school, but a number of teachers have that practical type of ability that gets things done in spite of obstacles. This kind of leadership on the part of the teacher almost invariably brings gratifying results.

I cannot say that any progress has been made towards a solution of the problem of water supply. The matter is, however, receiving somewhat more careful attention in that boards usually arrange to have drinking water brought to the school daily where this can be done conveniently. Occasionally a well proves satisfactory, but so seldom, that I am not making a practice of recommending the digging of school wells. It is possible that the solution of the problem may lie in the direction of filtering the rain water from the roof. In my opinion it would be much appreciated if the Department were to cause a scientific study to be made of this water supply problem and issue a report on the result of its findings for the information and direction of school boards. I suppose that thousands of dollars are spent annually in the digging of wells that prove to be of little use for school purposes. Water is urgently needed for cleaning purposes as well as for drinking. It is not conducive to cleanliness when pupils and teachers are constantly under the necessity of economising in water. I am of the opinion that both the present health and the health habits of a large proportion of our school children are being injuriously affected by the want of an abundance of wholesome water at the school for drinking, washing and cleaning.

Of the 108 teachers in this inspectorate, 18 were male and 90 female; eight married and 100 unmarried. The following table indicates the class of certificate held:

First Class	Second Class	Third Class	Provisional	Total
13	52	38	5	108

Of the teachers holding provisional certificates, three had no professional training and two had a certain amount of training in the United States. Seven of the 38 teachers holding Third Class certificates had had their certificates extended. The following table shows where teachers received their professional training:

Sask.	Ont.	Que.	Man.	Alta.	P.E.I.	N.S.	N.B.	Br. Isles	U.S.A.
70	12	1	4	3	4	3	2	3	3

After the close of the Normal Schools on April 30, I made no recommendations for provisional certificates, because I was able to secure a qualified teacher for every position that I was asked to fill. Some boards were most persistent in their requests for these recommendations, preferring to engage an uncertificated girl whom they knew, rather than one with a certificate whom they did not know. I find that boards generally are not familiar with the principle upon which the Department's policy as to the granting of provisional certificates is based, namely, that such certificates are to be granted only in case a board is unable to secure a teacher with a certificate. Boards occasionally decide that they are not able to get qualified teachers, before they have made the attempt. I take the ground that trustees should not expect provisional certificates to be granted until they have found that neither the inspector nor the Exchange is able to secure them a teacher at whatever salary is being generally paid. Perhaps the most conspicuous case of this mistaken attitude of boards regarding provisional certificates was a certain board which placed in charge of its school a student who had been refused a recommendation for a certificate, engaging to pay her at the rate of \$70 per month, while certificated teachers were available at the salary being paid by most of the surrounding rural schools, namely, \$100 per month. In the case of another board I declined to recommend a certain student as requested and submitted names of four certificated teachers who were wanting schools. Rather than make any attempt to secure one of these teachers this board travelled thirty-five miles to insist on its request for a recommendation being granted. If anything can be done to make clear to trustee boards the Department's policy in this matter of granting provisional certificates, it will save a good deal of trouble and confusion. During February and March it was impossible to secure certificated teachers or indeed sufficient teachers of any kind to take charge of the schools and during this period provisional certificates were recommended wherever possible. Four out of the five teachers thus recommended did as good work as was expected. The usual salary paid in the

rural schools of this inspectorate during 1919 was \$1,200. Salary does not appear to be paid on the basis of service rendered, but on the basis of necessity. This appears to me to be a vicious principle. One occasionally hears a trustee say, "We would have given that teacher such-and-such a salary to keep her, but she didn't give us a chance." I have heard this said by a trustee regarding a teacher who was in the employ of his board for two years. Surely two years is sufficient "chance" to offer a teacher what the board knew her services were worth. Two other cases of this nature coming under my notice during the year may be mentioned. An excellent teacher who had taught in a certain school giving splendid satisfaction to all concerned applied for the same position a third year. A salary of \$950 was agreed upon but the teacher was told that the board might be able to raise it to \$1,000 after she came back. She received the offer of a position which suited her much better and accepted it. The board then paid \$950 to a teacher to fill her place. This board was evidently endeavouring to secure services for less than it knew those services to be commanding generally. This action would not be so serious were it typical of only the poorer classes of boards, but this board is composed of some men who would be regarded as decidedly above the average in business intelligence and moral enlightenment. Yet this action seems to me to be poor business and worse morality. The other case I wish to mention is a rural school where the teacher held a first class certificate and did very excellent work for two successive years in the same school, work of such a high type that I have rarely found it equalled in any rural school. I discovered that this teacher was in such demand that unless he received an increase of \$300, bringing his salary up to \$1,500, we should lose him. I made a special case of this and laid the matter before the ratepayers at a public meeting in the school. But we lost the teacher. This teacher was a graduate in arts, had demonstrated his fitness for the position, was giving the best satisfaction to everyone concerned, the community was exceptionally prosperous and every condition seemed to call for the retaining of the same man in charge of the school. Adjoining this district was one which has been changing teachers two or three times each year and paying the same salary of \$1,200 to teachers holding provisional, Third and Second Class certificates, without distinction.

In marked contrast to cases of this kind I shall refer to another school where a teacher was engaged for a salary of \$900. As soon as the board found out that this teacher was making a good success of the school they were ethical enough to raise her salary to what they believed she should receive. They voluntarily increased it to \$1,200. To my mind this was the honest thing to do. I am of the opinion that the ethical position of any board which accepts the services of a teacher at a salary lower than they know those services can command, is indefensible.

The practical outcome of this pernicious policy is that generally experience and efficiency receive very little tangible recognition. The inexperienced teacher with a Third Class or even a provisional certificate gets about the same remuneration as the experienced

high grade teacher. Is it any wonder that teachers do not remain in the profession? Can people of ability and ambition be expected to remain in any profession or line of activity where their remuneration remains practically stationary from the first? Yet in the majority of the schools in Saskatchewan today this is the situation. Not only does this treatment of teachers result in their leaving the profession, but it offers no adequate inducement to improvement on the part of teachers. There is a tremendous amount of potential teaching ability lying dormant among the teachers of this province, that would be developed into active efficiency were there the proper inducement in the way of increased pay for increased efficiency.

It appears to me that it would have been better business economy in the first case referred to above to have paid the teacher of proved efficiency and who was familiar with the whole situation, \$1,000 than to pay even \$900 to a new teacher; and likewise in the second case it would have been more profitable to pay the teacher \$1,500 for his third year than to engage a new teacher even for \$1,000, and that the only one of the three boards mentioned above whose policy was based on sound business principles was the last mentioned. I am further of the opinion that every rural school board should adopt a scale of salaries for its teacher, with an increase of \$100 per year in the case of satisfactory service to induce teachers (1) to remain in the same school, (2) to remain in the profession and (3) to increase their efficiency by courses of reading and training. At the present time I do not know of a school board in this inspectorate that has adopted any regular salary scale, although the one board referred to above has evidently adopted the principle. Neither the principle nor the scale, however, can have its best effect unless teachers know that it is in operation, so that they may govern themselves accordingly.

Speaking of the work of the average teacher as I have met teachers during the year, I am of the opinion that her work is as good as can be expected under the circumstances. Some of these circumstances that limit the achievement of the teacher are (1) she is not mature enough in years, (2) she is not mature enough in development and experience, (3) her professional training is inadequate, (4) the conditions under which pupils and teacher have to work are unsanitary, in varying degrees, although as I have said elsewhere in this report improvement in this respect is taking place, (5) the equipment for teaching, such as library books, hand-work material, physical and chemical apparatus, etc., is insufficient, (6) there is much difficulty in getting equipment under the present trustee board system and (7) the relation of the school board to the teacher is a despotic one, not necessarily in its attitude toward or treatment of the teacher, but in its constitution and organisation, that is, the teacher is without representation on the board of management which engages her and to whom she is in large measure responsible. Teachers would be more contented, interested and efficient if the principle of representation for the employee on management boards, which is now so widely accepted in industrial relations, were adopted in school administration. Teachers'

councils would partially overcome this difficulty. If we had municipal school boards such councils would be feasible throughout the province. I believe they would prove of great benefit to all phases of educational activity and that their organisation would tend to raise the status of the whole teaching profession and improve the quality of our education. It is gratifying to note that more teachers are adjusting themselves and adapting their work more fully to local community conditions and are assuming more definite leadership in the important work of cultivating public interest in social and educational improvement. In doing this, teachers are assisting in a fundamental way to overcome the very handicaps under which they themselves, both individually and as a body, are working. Others than teachers also are doing very effective work along this line. One important result of our school fairs and rural education associations is that they are discovering and developing community leaders in social and educational activities. All teachers are not leaders but all can render valuable assistance and I seldom find a teacher who is not glad to do so. It seems to me also that there is considerable significance in this fact—that the teachers who are leaders here are leaders in their profession.

I regret that teachers do not do more professional reading and reading on current topics as dealt with in newspapers, magazines and books. If teachers would “keep abreast of the times” as every successful lawyer, doctor, minister and other professional man or woman must do, they would be surprised to find what a source of satisfaction, inspiration and power it would prove to them. It is a very rare teacher indeed who does this and yet falls short of success in her whole work as a teacher. I should like to see the Department’s list of library books for schools considerably augmented and a section of it given to professional reading matter, so that this would be available for teachers in the school libraries. A teacher should also be allowed to have her favourite school magazine included as library material. An annual supplement to the authorised list of library books would seem to be necessary also, in order that the latest books might be available and that books now out of print would not appear on the list.

One of the greatest difficulties the rural school teacher has to contend with is the matter of a boarding house. Here again, we encounter the need for a larger unit of administration so that homes could be provided for teachers. This would tend to produce teachers for homes, *i.e.*, permanent married teachers. At present, we have neither one nor the other of these desirable features. I have a rural board willing to build a three-roomed cottage for a teacher and pay him \$1,500 if they can secure a good teacher who is likely to remain with them, but such a teacher does not seem to be available at present. The provision of rural homes for teachers seems to me to be a matter needing attention.

The progress of pupils is better in the primary than in the higher grades. This difference seems to be partly due to the fact that teachers are frequently not sufficiently familiar with the work of the higher grades, and partly because teachers are generally

more natural in their attitude toward, and their methods with, the younger pupils. History and geography seem to receive the poorest treatment of all the subjects. I have sought to secure improvement in the subjects of study by emphasising one or two each year, rather than all at the same time. Thus, far more emphasis has been given to literature, composition and primary arithmetic and their correlation to nature study and the varied forms of expression, such as hand work, art and music. Better work is found, therefore, in these phases of activity than in others. It is the intention to emphasise the other subjects in due course.

As regards the special subjects, agriculture and manual training are receiving little attention, as such, although nature study, school gardening and hand work in the primary grades reach over into these fields. Teachers and pupils are trying to make the school garden a success, but as yet without very encouraging results. I fancy these results cannot become general until two important conditions are fulfilled: (1) that teachers are better trained for this particular work, and (2) that trustees make more adequate provision for gardens at the schools. Perhaps the only effective way to get at the second of these conditions is to fulfil the first. I have come to the conclusion that something more effective is needed than we have at present to train teachers for rural school work. The average teacher in the rural school, as I have met her, is unable to use the material at hand for educational purposes, although it is the best material in the world for such purposes. The rural community is practically a closed book to many teachers in its natural and social as well as its industrial aspect. How can this be otherwise when we take our girls and boys away from the country homes and rural life to give them their higher education and teacher training amidst city conditions. The work of the vast majority of teachers in this province must always be teaching in rural schools. I do not see how we can ever hope to train the majority of our teachers effectively for these rural schools apart from rural high schools and rural training schools. Here again we meet the need for municipal school boards, but I think we meet also the need for Federal support for special training for rural teachers. I am aware that some of the training at present given in our Normal Schools, as for example that in agriculture and household science, is supported by Federal grant, but this is such a small part of what is needed that it scarcely touches the problem, although I am sure that those doing this work are making the most that is possible out of it under present limitations. But this Federal support of education needs to be enormously increased, to bear a large share of the cost of rural teacher training. We should have a provincial rural teacher training school including a farm, situated in rural territory, where graduates from our public schools, who wished to take up teaching as a life work, would be admitted to both high school and normal school training. Such a method of selection could be adopted that practically every teacher graduating from this school after from four to six years' training, would be not only a rural expert but a rural enthusiast. The success of such a school should soon bring others of its kind into existence. With a rural teaching staff,

such as these teachers would be, I believe that Saskatchewan rural school education and rural school administration would soon be on a surprisingly higher level. I believe that most of our present rural school problems would reach solutions not only more readily, but much more satisfactorily, in the presence of an army of teachers of this calibre, than will be possible otherwise. If the Dominion Government is justified, in the interests of the fundamental industry of this country, in maintaining experimental farms and if the principle already adopted of Federal support to education is a good one, it seems to me that some effective scheme of rural teacher training should also become a Federal responsibility so far as financial support is concerned. I am strongly of the opinion that none of the money at present being expended by the Federal government for the improvement of social, educational or industrial conditions would bring in richer returns for the investment than money thus spent to put rural education where it belongs and where it must be put before this country can begin to realise the most from its human resources.

Physical exercises from the prescribed syllabus are given daily in almost all schools. Teachers generally do not realise the value of organised play, athletic contests and scientific care of and attention to the physical needs and conditions, but a start has been made along these lines.

During the year, household science has received what might be called a good introduction into the inspectorate. The reception given it was quite cordial. Several schools took advantage of the liberal government grant to instal equipment. A number of schools introduced the hot lunch and also have given sewing a definite place on the time-table. Successful short courses in household science were held in December at Wilkie and Unity.

There are no large districts in the Wilkie inspectorate. Several attempts have been made to form such, but the present administrative machinery and school law seem to make the procedure for organising a large district rather difficult. A policy such as is outlined by Dr. Foght in Chapter VIII of his report would doubtless soon increase considerably the number of consolidated schools, but it is doubtful whether consolidation of schools can give its best results in Saskatchewan without municipal school boards.

The conveyance used by your inspector in his work is a car. In territory such as this, no other mode of travel seems wise. The area is almost entirely open prairie and the roads are suitable for a car. This being the case, every part of the inspectorate is much more easily accessible by car than by team. When using a car, also, the inspector is more accessible to teachers, officials and the Department through mail, telephone, telegraph and interviews, because he returns much more frequently to the inspectoral centre. If inspectoral work were of such a primitive nature that it consisted almost entirely of official visits to schools, the situation regarding conveyance would be different. In addition to the actual inspections and the interviewing of trustees incident thereto, your inspector made 47 visits to schools and attended 41 educational meetings of various kinds, 24 of which were public meetings at which

educational matters were considered. This work was carried on in response to your "Memorandum for Inspectors of Schools," dated December 5, 1918. My work of inspection was organised as far as possible in relation to the work of a more public nature referred to above. Some of the difficulties encountered were—(1) schools being closed for vacation or single holidays without notifying the inspector, (2) early closing of schools for the year; there appears to be no provision made whereby the inspector is to be advised of the date of school closing, and (3) demands made by work other than inspection. My time during the year was spent as follows:

	Days
Normal School work.....	50
Correspondence.....	27
Conventions, conferences, educational meetings, school fairs, committee meetings, etc.....	56
Annual report for 1918.....	13
Illness.....	10
Inspection, including reports on same.....	95
Travel.....	12
Office work.....	29
Time lost through car trouble, illness in family, gardening and other incidental work requiring attention at home	5
Professional reading.....	5
Departmental examination work.....	3

I inspected ninety departments once and sixteen departments twice. Four of the schools in operation during the year were not inspected owing to their early and unexpected closing. The blocking of the roads by snow in October retarded the work of getting to schools to such an extent that my plans for reaching these four schools miscarried. One of them was closed owing to the teacher's illness when I visited it on November 10 and it was closed for the year at the end of November. In the case of another my first attempt failed on account of bad roads and it also closed at the end of November, before I succeeded in reaching it. The other two closed suddenly near the end of October owing to scarlet fever and did not re-open.

A successful teachers' convention was held at Wilkie on September 25 and 26. The presence of Miss Jean Hay of the Regina Normal School and Mr. A. S. Rose of the Saskatoon Normal School was a large factor in making this convention a most helpful one.

School fairs were held at Unity, Gallivan, Wilkie, Kelfield and Springwater, and were in every case very successful, more so even than in previous years. School officials' associations were organised at Unity and Wilkie.

There appears to be a gradual increase of public interest in, and responsibility for, public schools and their improvement on the part of citizens generally. This is fundamental to any permanent betterment of educational administration or distinct advance in educational achievement. Consequently, anything which fosters this public interest and responsibility is of vital importance from a practical educational standpoint. As far as I have been able to observe the effects of school fairs, boys' and girls' clubs, rural education associations and other local organisations which actively engage the energies of local citizens in co-operation with social

and educational work of a public nature, I am convinced that this fostering of interest and responsibility is one thing for which such movements must be given considerable credit. Indeed, these results appear to be more easily discerned than the purely scholastic ones for the reason that they are more immediate and express themselves in more tangible form. All this appears to point to the conclusion that in order for the inspector to secure the best results from his work inside the classroom, he needs to do an equal amount of work outside the classroom. Were it not that your Department has reduced the inspectoral area by half during the past three years, it would have been impossible for your inspector to give effective attention to this outside work. As it was, about half as much time was given to this as to actual inspection work. Even yet, however, it is found impossible to work both fields completely and it is found necessary to divide time between them in proportion to the urgency of their demands. This is another respect in which municipal school boards would be of advantage. At present the inspector is the only educational official common to groups of schools and therefore local organisations of a voluntary nature have to look to him for much information and guidance. Much of this responsibility could be assumed with advantage by municipal school boards or their officials, thus leaving the inspector free to give fuller attention to the more professional phases of his work.

In conclusion, I wish to refer to a much felt need on the part of myself as an inspector, and I fancy that this need is one that is commonly felt by members of the staff, that is, that some definite provision be made for professional study or research work by inspectors. I have already referred in this report to the necessity for teachers giving attention to this matter. It is just as important for the inspector, who, however, is under this handicap as compared with the teacher, that, whereas the teacher has two months in the year free from official duties there are only three weeks provided for in the case of the inspector. There is no professional man who is able to do his best work unless he is able also to keep in close touch with the results of research work in his profession. In the case of a lawyer, this practice of keeping himself familiar with the most recent developments affecting his work is a part of his daily practice, but it is not so with an inspector whose work tends to absorb him in organisation, administrative and supervisory details. I notice that Dr. Foght mentions this matter on page 38 of his report. I know of no one thing more likely to increase the effectiveness of the work of inspection than the carrying out of Dr. Foght's recommendation "to grant all inspectors a regular sabbatical year at full pay for professional study or shorter and more frequent leaves of absence for similar purposes." He states as his conviction that this "would unquestionably improve the inspectoral efficiency in Saskatchewan and in the end prove an excellent government investment."

I have the honour to be, Sir,

Your obedient servant,

J. H. GALLAWAY.

ROULEAU, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to report as follows on my work in the Milestone inspectorate for the year, 1919.

This district is rectangular in shape and last year comprised six municipalities, Nos. 98, 99, 100, 128, 129 and 130. On January 1, 1919, there were 98 school districts on my list and one was added during the year. One of the graded schools added a department, making the total number of departments in the inspectorate 120. Cantire S.D. No. 4220 did not complete building operations in time to open school before Christmas. I inspected 70 rural schools once and 18 twice. Twenty-two departments of graded schools were inspected twice and the balance once. Kronau S.D. No. 428 which was closed for repairs at the time of my visit was the only school in operation during the year that I was unable to report on. Altogether, 159 inspections and 22 visits were made.

Three districts had unsatisfactory school houses. In each instance, the local officials were aware of the need of better facilities and this, reinforced as it is by a strong body of public sentiment favouring expenditure for improvements, augurs well for something definite and concrete being done in the near future.

Thirty schools had unsatisfactory toilets. From the standpoint of decency and sanitation, the toilet facilities of quite a number of our country schools are bad. Country schools must teach the truths of sanitation and they must also set the example of building sanitary closets and of keeping them in good condition. Teachers and trustees too often have to be reminded that the most rigid supervision is required to prevent these outbuildings from becoming insanitary and loathsome. "The place in the community to which children come to gain preparation and strength for life and its duties should not prove to be a hot bed for the seeds of disease and death." I am pleased to report, however, that an increasing number of districts are seeing the wisdom of installing sanitary indoor privies.

Twenty-seven schools had unsatisfactory seating. Very often desks are poorly arranged and in too many instances are not fastened either to the floor or to wooden strips. The single adjustable desk is not found in many of the rural schools of this district. Many of the old double desks remain and even when new ones are purchased they are frequently not of the adjustable type. Pupils were quite often found sitting in seats so high that their feet did not reach the floor.

In 24 districts, the water supply was inadequate. This problem is difficult of solution and I have nothing new to suggest. Where a supply of water is obtainable, the only sanitary and convenient arrangement appears to be some form of drinking fountain. In practice these fountains are not always kept in sanitary condition, not being thoroughly and properly cleaned often enough. In a few schools a broken fountain stands in the corner and an open pail is in use. Individual drinking cups are scarcely satisfactory

because neither the teacher nor the pupils, however careful they may be, can be sure that exchanges are not made and that the cups are kept in a clean condition.

Ten schools had unsatisfactory heating arrangements, 17 had no library record, and 18 had no record of free texts.

The School Attendance Act has been the means of improving the attendance very considerably. The following figures shown by 102 inspections in rural schools will indicate in a measure the excellent results attending this very timely piece of legislation:

Enrolment.....	1973
Present.....	1631 - nearly 83 per cent.

As reported before, many of the schools in this division are of the old type so far as lighting, heating and conveniences are concerned. It is beginning, however, to dawn on the public mind that it is economic waste of the worst kind to spend annually thousands of dollars in money for schools and thousands more in the time of teachers and children and then fail of the best results because of bad construction and poor equipment of school houses and the newer schools are being built with some reference to architectural appearance, to the local needs, to the principles of sanitation and the health requirements of growing boys and girls. If, for instance, the spirit that animated the people of The Beautiful Plains S.D. No. 699 were abroad in the land, the building problem would soon be solved. They recently abandoned their old school and erected a one-roomed solid brick building that for design, construction, equipment and appliances easily outclasses any other rural school in this division.

Very few "time-servers" or deliberate shirkers were discovered among the teachers, but on the contrary, there was generally exhibited an eagerness to do effective work in the classroom and to give acceptable service to the community. Of the teachers whose work I reported on, 25 held First Class certificates, 78 Second Class, 35 Third Class, one provisional and three had no certificates at the time of my visit. Most of the teachers having First or Second Class standing did very satisfactory work. Several of the Third Class teachers had very good native ability, but a person whose knowledge of the facts and processes of learning is meagre and sterile, cannot bring to any community, especially to a rural community, the lively interest and enthusiasm which will thoroughly commend her work.

My reports for the past two or three years refer to some difficulties the pupils experience in making progress in the common subjects and to some weaknesses in teachers' methods. I have nothing further to add in this report.

The yearly school, closed for six or seven weeks during the summer, scarcely ever has a successful school garden and many teachers are encouraging home gardens instead. The work in physical training is fairly well done in quite a large number of schools. Practically nothing has been done in manual training (bench and tool work), in this division and household science, even

of the most elementary kind, is not as systematically provided for as it should be. The school lunch is gaining in popular favour.

There are no consolidated schools in this division although the matter has been given some consideration at two or three centres and the decided advantages of this scheme are being strongly urged by the progressive element in these communities. The public is beginning to realise that the one-teacher school even under the best conditions, cannot fully solve the problem of modern education in the country. Broadly speaking, the poorest schools and the teachers of lowest qualifications, are found in the rural districts and a remedy must and will be found.

In July, Mrs. Shaw commenced her duties as school nurse in this inspectorate. By training, experience and temperament, she is well equipped for this important work and on every hand was heard strong commendation of the Department's progressive policy, as shown by its attitude toward this phase of modern education. I cannot speak too highly of the excellent work done by Mrs. Shaw during the past six months and from personal observation and definite knowledge of the facts, can state that much good has already been accomplished. Teachers and parents alike keenly appreciated her suggestions and were pleased to act on her recommendations. The public will demand that this work be continued and extended.

Rural education associations were organised at half a dozen points early in the year, but I fear that in some cases their activities were scarcely extensive enough to justify their existence. An effort will be made during the coming year to keep in touch with these organisations and, if deemed advisable, to offer suggestion *re* their possibilities for effective service in their respective communities. "The public school is the only institution in which all are interested and through which all may co-operate. The school house door must swing open freely for all who would work for the public good, and the school house must invite to its shelter all who seek for a larger vision in anything and everything that may contribute to the community welfare. Above the door of every school house in this land some such legend as the following should be inscribed and through the work of patrons and teacher, its sentiment be woven into the fibre of the people: 'This building is dedicated to the service of this community and to the common cause of a better life for all.' "

A successful teachers' convention was held at Rouleau on October 14 and 15. Among those who gave addresses were Hon. W. M. Martin, Minister of Education, Dr. J. A. Snell, Inspector of High Schools, Mr. F. M. Quance of the Regina Normal School, Miss K. B. Coleman, Supervisor of Art in the Regina public schools, and Mrs. Shaw, school nurse. About 60 teachers were in attendance.

School fairs were held at Rouleau, Avonlea, Briercress, Truax and Lang under the auspices of the local R.E.A. At each centre, considerable interest was shown, the attendance was fairly good and the exhibits were of a high order.

During January, February and part of March, I was engaged in Normal School work at Weyburn and part of the month of July was spent at Moose Jaw in connection with Grade VIII examination work.

I have the honour to be, Sir,

Your obedient servant,

G. N. GRIFFIN.

WEYBURN, *January 1, 1920.*

HON. W. M. MARTIN,
Minister of Education.

SIR,—I have the honour to submit to you the following report on my work for the year 1919.

The Radville inspectorate is comprised of the following municipalities, Nos. 7, 8, 9, 37, 38, 39 and 69. This area is in the shape of an L with the base lying along the international boundary. The south-western portion is hilly with some of the territory sparsely settled; the north-eastern portion is prairie with the whole organised into school districts and extending between these two divisions is a "burnt-out" area with very little productiveness. This latter division at one time was settled and school districts were erected, but many of the farms have been abandoned recently and thus the schools are either closed or in operation with a very small number of children in attendance. The northern and north-eastern sections are well supplied with railways but the southern and south-western have none.

At the beginning of the year, there were 100 school districts in the inspectorate and four more were added during the year. Of the schools in these districts, 96 had one room, two had two rooms, one had three and one had four. Goodwater S.D. No. 805 and Amulet S.D. No. 2706 each added a new department, thus making them two-roomed schools. The Rheims S.D. No. 4073, organised in 1918, has no school but arrangements have been made whereby the children are conveyed to the town of Radville where they attend the public school. Maxim S.D. No. 3657 and Hardy S.D. No. 4233 are each using a church as temporary quarters while Coaldale S.D. No. 4094 was granted permission to use a temporary building during 1919.

The following schools were not in operation during the year: Goose Lake S.D. No. 1061, Long Creek Valley S.D. No. 1581, Conley S.D. No. 1805, Mayville S.D. No. 1823, Farville S.D. No. 3744 and Diamond Coulee S.D. No. 3935. The number of children in all of these districts was so small that the boards were not justified in engaging a teacher and except in the last named district, the children were attending neighbouring schools.

The regularity in attendance of school children is increasing each year. The following table shows the percentage of children present on the day of inspection during the past three years.

Year	Percentage of total enrolment present on day of inspection	
	Town and village	Rural
1917.....	*	72.78
1918.....	83.3	77.08
1919.....	81.31	80.01

*Town and village schools were not inspected in 1917.

During the early spring the attendance in rural schools was better than in the busy harvest season. Scarcity of farm labour and a desire on the part of farmers to keep down expenses were the reasons advanced for keeping their children out of school at this time of year.

There does not seem to be any general desire among the people in this part of the province for the larger unit of administration. In the majority of cases, the trustees show an active interest in the welfare of the school. During the past year, I found the people expressing a desire to have the school open for a longer period of the year than has been the practice. The summer school will soon be rarely found and the only reason why schools will not be in operation for the maximum number of days will be the inability to secure teachers or the small school population in the sparsely settled districts.

The new buildings erected during the past two or three years are for the most part well built and modern in their lighting, heating and ventilation. Improvements in the buildings of several districts have been made and plans for better buildings in others are ready but owing to the poor crops in a large part of this inspectorate for the past three years, any expenditure which is not absolutely necessary has been postponed. In my reports to boards during the past year, I have pointed out the necessity of careful supervision regarding the sanitary conditions rather than the alteration in their buildings. A great amount of sickness among children in several districts during the summer and fall months is convincing proof that more attention should be given to the water supply and the general sanitation of our schools. This can be accomplished only by sympathetic co-operation between the boards, teachers and Departmental officials.

During the early months of the year before the supply of teachers from the First and Second Class Normal School sessions became available, many schools did not open because of failure to secure qualified teachers. In a number of cases unqualified teachers were engaged and the dilemma was whether to keep the schools closed until after the first of May or grant provisional certificates to those teachers in charge. Before the end of the

year, however, very few of these teachers were in charge and nearly all the schools secured teachers who had received some professional training. The work in the classrooms ranged from fair average to good with the exception of that done by teachers with low academic standing and no training. The following table gives the standing and certificates of the teachers in this inspectorate:

Class of certificate held	Standard of work done			Total number of teachers
	Good	Fair	Poor	
First.....	9	2	1	12
Second.....	26	15	3	44
Third.....	12	25	5	42
Permit.....	0	3	8	11
	47	45	17	109

In yearly schools, where teachers of average and good ability had been in charge, the pupils were as far advanced as could be expected, but in schools where teachers with little or no training had been engaged, the pupils fell below the required standard. In these schools, it was not uncommon to find children with average ability two and often three years older than children in the same grades in our better schools. The table below shows the comparison between town and village schools and rural schools in this respect, and also shows the large percentage of pupils in the junior grades.

Grades	Rural schools			Town and village schools		
	Number enrolled	Percentage of total enrolment	Number present	Number enrolled	Percentage of total enrolment	Number present
I.....	507	35.5	398	175	29.6	125
II.....	190	13.3	158	75	12.7	58
III.....	207	14.5	164	70	11.9	55
IV.....	225	15.7	189	86	14.6	72
V.....	125	8.7	100	64	10.8	44
VI.....	90	6.5	77	48	8.1	32
VII.....	43	3.	31	3	.5	2
VIII.....	40	2.8	36	42	7.1	33
Junior Form..	2	.15	2	24	4.	15
Middle Form..	..	..	..	3	.5	3
Totals....	1,429		1,155	590		439

The methods of teaching the various subjects, varied according to the experience and ability of the teachers. Arithmetic in many cases lacked motivation and too often was given more prominence than it deserved with the result that other important subjects received too little attention. Reading in the junior

grades, became in the hands of careless and inexperienced teachers, merely a word naming contest and literature lessons quite frequently consisted of reading the selection and taking the meanings of difficult words. History and geography were as a rule poorly taught. In the former, teachers lacked knowledge of the subject and their aim was often obscure while in the latter the aim seemed to be the acquiring of facts without emphasising the rational side sufficiently. Spelling on the whole, came up to the standard according to tests made, in all the schools, with the "Measurement of Spelling Ability" chart. Agriculture received attention in many schools, but school gardening during the past year proved a failure on account of the dry weather. Physical training was taken in all the schools with the exception of three or four.

There are no consolidated schools in my inspectorate, although during the past year at Khedive, Radville and Tribune, considerable interest was shown by meetings being held at each of these centres for the purpose of getting information regarding consolidation and discussing the advisability of organising the districts into a larger area. Except at Khedive, where a vote of the rate-payers showed the majority in favour of consolidation, no steps have been taken to organise the large districts.

Schools which could be reached by using the railways, were visited early in the spring and late in the fall when the roads were unsuitable for cars. When visiting the rural schools, I made the principal town or village in the municipality a centre for a week or two and usually returned each night to the town for lodging. In this way, I was able to meet many of the trustees of the surrounding schools. From January to March, I was engaged in Normal School work at Weyburn. From the time the Normal School closed until the end of the year, I was continuously engaged in inspecting and in other work connected with the schools in my inspectorate. In the fall, I attended school fairs at Radville, Tribune, Ceylon and Goodwater. In each of these places, the work of the pupils was very creditable and considerable interest was shown by the people of the district. In Radville and Ceylon, contests among the school children in oratory, singing and spelling were conducted at the annual meeting of the rural education association. At both of these meetings, valuable assistance was given by Mr. F. W. Bates, Director of Rural Education Associations. A joint convention of the teachers of the Radville and Weyburn inspectorates was held at Weyburn on October 30 and 31. Over 75 per cent. of the teachers from both inspectorates were in attendance. In addition to several excellent papers given by teachers, inspiring and instructive addresses were given by Mr. A. H. Ball, Deputy Minister of Education, Professor W. W. Swanson, University of Saskatchewan, Miss Jean Browne, Director of School Hygiene, and Miss Jean Hay of the Regina Normal School.

I have the honour to be, Sir,

Your obedient servant,

W. S. GROOMES.

TISDALE, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I beg to submit the following report of the Tisdale Inspectorate for the year ending December 31, 1919.

This inspectorate includes 11 fully organised municipalities, namely, Nos. 301, 331, 333, 334, 397, 426, 456, 457, 486 and 487. In addition to these, there is much unorganised territory extending eastward along the Prince Albert line of the Canadian National Railway to the Manitoba border. The inspectorate was formed during the year and for the purpose of giving a report of the work done, I have deemed it advisable to divide it into two sections, namely, the Tisdale and Preeceville sections.

The Tisdale section is one of the latest parts of the province to receive extensive settlement. The people are almost entirely of English, American or French nationality. At present, only 35 schools serve the needs of education here but, with the great influx of settlers to the Ravine Bank country and along the North Saskatchewan river generally, many new school districts are certain of erection in the near future.

The Preeceville section presents a distinct contrast by way of nationality. Of the 70 school districts in that portion of the inspectorate, only four showed a majority of pupils of Anglo-Saxon parentage, the remainder being a composition of the following nationalities: German, Russian-German, Russian, Austrian, French, Polish, Dutch, Jewish and Chinese.

At the beginning of the year, there were 105 school districts on the list, 102 of one department and three of two departments. During the year, eight new districts were erected and two departments added. There were in all, 99 schools in operation. Ninety-two districts were visited and a total of 104 inspections made. Village schools with the exception of one, were visited or inspected twice, while nine schools of one department were visited a second time, matters of particular importance to the ratepayers requiring the assistance of the inspector. In explanation of my inability to visit certain districts, I desire to state that, in addition to the territory being new to me, weather conditions in the northern part of the province were most unfavourable to the work of inspection. The excessive rainfall made it impossible to reach remote points and with the early setting in of winter, many schools were closed earlier than usual.

In 15 districts there were unsatisfactory school houses. Since my inspection and report to the trustees, one district has erected a new building, one has added a new room and three have decided on rebuilding during the year 1920. In other districts, improvements are pending. In 16 districts, the blackboards were insufficient or unsatisfactory. In five districts the seating accommodation was insufficient. In 51 districts, the water supply was unsatisfactory. I found, however, that a considerable number of wells had been sunk during the year but few pumps were put in or were in working order. In 10 districts, ice had been stored

but the supply was not sufficient for the entire term that the school was in operation. In many cases, water was carried from the nearest farm, but this was by no means satisfactory as in some cases the supply was not generous or the water was not good. In 52 districts, there was no stable. This in several cases, accounted for the early closing of the school for the year. The weather during the months of October and November was so severe that the parents of children driving to school objected to having their horses stand out. In eight districts, the heating arrangements were unsatisfactory. A Waterman-Waterbury system gave fair satisfaction, but in cases where ordinary stoves were used, some were too small and others were out of order. In 31 districts there was no library record and in 20 there was no record of free text books. In no district did I find unauthorised text books used. In three districts a language other than English was being taught, namely, Goyer S.D. No. 3276, Marseillaise S.D. No. 3327 and Barrierville S.D. No. 3015. In each case it was taught by the regular teacher.

School Attendance.—The following summary will indicate the enrolment and attendance according to grades in rural and village schools:

Grades	Rural		Village	
	Enrolment	Attendance	Enrolment	Attendance
I.....	800	644	171	141
II.....	251	207	87	72
III.....	238	191	78	66
IV.....	192	150	82	67
V.....	111	80	50	44
VI.....	66	54	47	32
VII.....	38	18	25	22
VIII.....	30	20	18	15
Totals.....	1,726	1,364	558	459
Percentage of attendance....		79.026		82.277

The work above Grade VIII was not very extensively carried on during the year. In rural schools, five pupils were taking Part I of Third Class work. In village schools, the enrolment of pupils above Grade VIII was 17. The respective percentages of attendance were 60 and 100. The School Attendance Act, in my opinion, is working out very satisfactorily, its operation tending to promote uniformity of attendance.

Local School Administration.—The Tisdale inspectorate is, as I have pointed out, one of the latest parts of the province to receive extensive settlement. In both divisions, there was a disposition to conform to the requirements of the Department. The result has been a better class of school building, more complete equipment and improved accommodation. A failing, however, seemed to prevail in school districts generally and that was neglecting to make provision for the colder months of the year. Storm

windows, storm doors, a warm stable and a comfortable teacherage are, in my opinion, very essential in the rural districts of this inspectorate since the winter season is a long one in the northern part of the province. School attendance could be improved considerably if a little pressure were brought to bear in these particulars. I am, however, pleased to be able to report that boards of trustees were desirous of extending the school year where summer schools were in operation, but under the present conditions—frequent changes and dearth of teachers and insufficient accommodation—this was impracticable. The solution, in part, lies in urging upon the boards of trustees the necessity of the erection of approved teachers' residences in school districts remote from the line of railway.

Medical Inspection.—Medical inspection of schools was undertaken in the rural municipality of St. Philips No. 301. Fifteen rooms were visited and a somewhat lengthy report submitted to the council by Dr. Gibson of Pelly. From a copy of the report received it would appear that the work was most creditably carried out and will have good results.

Teachers.—The supply of fully qualified teachers has by no means been commensurate with the demand. In this particular inspectorate, the schools are chiefly rural. Frequent change of teachers is one of the greatest difficulties with which boards of trustees have to contend. The qualified teacher naturally seeks a position in close proximity to a town or village and consequently boards have been under the necessity of engaging parties of provisional standing. Where a fully qualified teacher was in charge, I found that fairly satisfactory work was being done. Their methods were generally approved, but in districts where a provisionally certificated teacher was employed, there were only a few cases where I was able to report favourably. Permit teachers have not given satisfaction generally and in some cases it was only a matter of keeping the school open.

In order to safeguard boards of trustees in remote districts, I would suggest that some provision be made whereby they would be enabled to bind a teacher beyond the usual month's notice so that his services (if his work has been approved), might be retained until at least the first of December. It is certainly unfortunate that boards should be forced to part with their teacher in October or November when his services are most needed and when it is very difficult to secure another.

Salaries generally have improved during the past year, ranging from \$900 to \$1,400 in rural schools, while the principal of a town school received considerably more.

The following chart shows the qualifications of the teachers in the Tisdale inspectorate:

	Provisional	Third	Second	First	Total
Rural.....	24	32	44	5	105
Village.....	..	3	7	2	12
Total.....	24	35	51	7	117

General Progress of Pupils.—The quality of the work done in any school varies largely with the efficiency of the teacher. In the common subjects generally pupils did on the whole satisfactory work. In the special subjects such as agriculture, manual training, household science, physical training and school gardening, only a moderate effort was put forth to meet the requirements of the Department. No manual training or household science of a specific nature was undertaken. School gardening as a feature of school work made good progress during the year and the outlook is very promising.

My Work as Inspector. General Comment.—The conveyance used for the greater part of the inspectoral work was an automobile but occasionally a livery or the railroad was resorted to. As the territory is at present divided, considerable time was lost in travelling from one part to the other. I found latterly that the territory could only be worked satisfactorily by keeping up two cars.

In order to satisfy both parts of the inspectorate two conventions were participated in. The Tisdale convention was held under my own jurisdiction, while through the courtesy of Inspector Merrill of the Canora inspectorate, the teachers of the southern portion were given the privilege of joining in a union convention at Kamsack. Both conventions were well attended and it was the general consensus of opinion that the time was well spent. In addition two school fairs were held, one at Tisdale at the time of the convention and the other at Sturgis. These also were successful and largely attended. School fairs generally have a special educative value for our New-Canadian people in that they demonstrate the variety that is infused into our school programme.

In the course of my inspection, I endeavoured to keep in touch with the trustees and ratepayers. I made a point of meeting at least two of the trustees in each district on the occasion of my visit, when matters of interest to the school and district were discussed. In addition to much correspondence with trustees, several special visits to districts were necessary on matters more urgent.

In conclusion, there is one thing that I desire to point out, and that is, since the territory was divided into two parts, I found it impossible to carry on the work with despatch when matters of special importance were referred to me by the Department.

I have the honour to be, Sir,

Your obedient servant,

F. W. HARRISON.

MOOSE JAW *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit the following report upon my work in the Moose Jaw inspectorate for the year, 1919.

This inspectorate includes the following municipalities: Pense No. 160, Moose Jaw No. 161, Marquis No. 191 and Dufferin No. 190. There were 69 school districts with 140 departments in this inspectorate at the beginning of the year and during the year nine new departments were opened.

The School Attendance Act has been quite effective in keeping the attendance more regular and the careless and indifferent parents are making greater efforts to meet the conditions of the Act. The school age should, in my opinion, be raised to 16 years.

School administration has been fairly effective, but I feel that the growing needs of education require municipal school boards to direct the work. These school boards would soon solve the yearly school problem, select and place more suitable teachers, make the required repairs more satisfactorily, purchase the supplies more economically and arrange which schools could effectively take up high school work.

The equipment is well provided for by the trustees and when teachers have taken good care of what has been supplied and have created a need for additional equipment, the trustees immediately order the equipment required. The school grounds have been improved during the last two or three years and I hope to see our teachers take a greater interest in this important part of the school. The school buildings are fairly satisfactory and when new buildings are erected every effort is put forth to secure the best that can be built. The heating, lighting and sanitation are receiving more attention and are fairly satisfactory. The outside toilets present the greatest problem in the rural schools and I hope to see this difficulty overcome in the near future. The water supply in many districts still remains a difficult problem and one that must be solved at once to protect our children. After studying this problem, I am convinced that the only solution is for each school to purchase a large water tank and have a fresh supply of good water furnished once or twice a week. The tank can be placed under a suitable shed for protection. Cisterns do not solve the problem, because it is very difficult to get them cleaned when they require it. The school well is generally satisfactory when the water is used continually but otherwise it is not satisfactory. It must be observed that in order to secure healthy, happy and progressive pupils, there must be an adequate supply of fresh and pure water on the school premises.

The supply of teachers in this inspectorate has been satisfactory and no school board has failed to secure a fully qualified teacher when the Teachers' Exchange has been authorised to obtain a certain type of teacher. Often school boards do not attempt to secure a teacher until the last moment. The teachers' work has been more effective and for the most part more adaptable than in

former years. In this inspectorate, the school boards are asking for teachers with second and first class certificates and I think the work has improved as a result of more mature teachers. Physical training is often thought of as a mere incident and hence the work does not impress the pupils. The teachers often do not attempt to teach organised play at the intermissions and the pupils are deprived of the best means of stimulating good healthy work. The teachers' salaries range from \$1,000 to \$1,400 a year for first and second class teachers and from \$900 to \$1,000 for third class teachers. I feel that greater efforts should be put forth to retain the teachers for longer periods. The agreements should be continuous and the salaries based upon a rising scale.

The work in arithmetic still consumes too much of the school time and the quick oral arithmetic is often neglected. Reading is still confined to the texts and little encouragement is given to pupils to read articles of interest to the community in the newspapers, or standard works to develop the pupils' love for actual things in everyday work. In geography, the sole basis of the work is the text. Few teachers realise the importance of the work in every day's activities. The work in spelling has improved to some extent and more attempts are made to have the pupils spell accurately. History is being better taught and the pupils are beginning to realise it is a record of man's activities. In writing, drawing and music much of the work is quite incidental and hence these subjects fail to impress the pupils as they should. School gardening is often attempted but the frequent change of teachers, the long vacations and the prevalence of gophers make it uncertain of results. I feel that the decorative gardening should be attempted at the schools and the more serious work at the homes of the pupils. Household science in the rural schools is not very well taught. A school lunch is often attempted during part of the year only and this accounts for the opposition met with in many school districts. The work should be made more practical, more interesting and more continuous to have the effect so much desired in this work. In the city of Moose Jaw, the work is well taught and appreciated by the pupils. Neither school agriculture nor manual training is attempted to any extent in the rural schools. In the city of Moose Jaw the work has been quite successful.

There are no large school districts in this inspectorate. The idea has been placed before the people several times but they doubt its feasibility. I think when the question is raised the inspector should be assisted by several representatives from districts where the idea is being successfully carried out.

I use an automobile in my work and find that it is quite satisfactory. More time is at the disposal of the inspector for inspection of schools and visits to trustees. Some difficulty was met in securing the necessary repairs. During the year, I plan my work every week with regard to the type of school to be inspected, character of the roads and the time of the year. I spent two and one-half months at the Third Class Normal session, three weeks at the Grade VIII examination work and had five weeks' leave of absence owing to illness. I have inspected 148 departments once

and 71 departments twice. In order to secure co-operation in my work, I attempt to interest the people and the trustees in the work of education at the time of my visits and I find little difficulty in keeping in touch with the people of the districts. When the inspectorates become more settled, the inspector will become better acquainted with the people in his division.

The inspector's work is becoming more varied and such demands are being made upon his time as the people take more interest in education, that the routine work often becomes quite burdensome. If it were possible to have some clerical help at times the inspector would be able to devote more of his time to educational work in his district.

In conclusion, I feel that the parents are taking a deeper interest in education and this has stimulated the work in the various schools.

I have the honour to be, Sir,

Your obedient servant,

W. T. HAWKINGS.

WYNYARD, January 1, 1920.

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit to you the following report upon my work in the Wynyard inspectorate for the year 1919.

Extent of Inspectorate.—On the first of January, 1919, the inspectorate contained nine municipalities in which were 115 organised school districts. In June the rural municipality of Insinger No. 275, in which were 16 organised districts, was transferred to the Yorkton inspectorate, leaving the following municipalities: Nos. 276, 277, 278, 306, 307, 308, 309 and 339. These are almost entirely organised into school districts. One new rural school district and four additional village departments were added during the year. One school remained closed during the year as only one child of school age was found residing in the district and arrangements were made for attendance in another district.

School Attendance.—A summary of attendance figures based upon reports of inspections show the following results:

(a) *In schools of one department—*

Number enrolled	2,885
Number present on day of inspection	2,016
Percentage present	70. (Approximate)

(b) *In schools of more than one department—*

Number enrolled	527
Number present on day of inspection	486
Percentage present	92. (Approximate)

The above figures, however, are not in my opinion a true criterion of conditions in general. An examination of the records

in all schools indicated that normally the attendance in 90 per cent. of the schools would exceed 80 per cent. of the enrolment. This year, however, we have experienced a succession of epidemics with the result that throughout the year some form of contagious disease was present in some portion of the district. With the exception of four or five isolated districts and a few individual families, I found The School Attendance Act operating with good results and the year just ended saw the real beginning of a demonstration of its effectiveness, resulting from the fact that labour conditions have improved and that the public in general have accepted compulsory school attendance as meriting the support of all true and alert citizens.

Some individual cases were noted, however, where the letter but not the spirit of the law was observed. Cases were known to me where parents received a warning from the Attendance Officer, sent their children to school only long enough to have their presence reported and then kept them out until another warning was received. This condition could be remedied by so amending the Act that prosecutions could be undertaken when repeated warnings are required regardless of the fact that each warning may be temporarily heeded.

School Administration.—The past year has witnessed surprising improvements in school administration due to the fact that labour conditions have improved and that with the ending of the war, closer attention has been given to local needs. There are, however, too many short-term schools and this condition must be removed as soon as possible. Three causes contribute to this, namely, (a) scarcity of teachers in the early months of the year; (b) poorly constructed buildings and (c) the state of mind of the people who have become habituated to the short-term schools and look upon anything else as being impossible. This is especially the case in a number of the non-English districts.

The two last named causes will gradually be eliminated by persistent vigilance by the Department and its inspectors, while the first presents the most perplexing problem which will only be solved when the entire status of the teaching profession has been adjusted and its conditions improved to such an extent that security and permanency may be more fully established.

As previously reported, there is a gradual and steady improvement as regards the upkeep of buildings, grounds and equipment. Preparations are under way for many new buildings to be erected this year. In most schools, the regulation equipment is provided and boards of trustees on the whole seem willing to add anything thereto which they feel convinced will prove of advantage to the pupils. Grounds are being improved, but in many cases, the necessary suggestions are lacking and while school boards are anxious to effect improvements too little assistance has been given for definite plans to be framed and carried out.

One of the great difficulties in the way of effective administration is the general discontent with the conditions which result from rural school districts being too large. This was dealt with in my report for the year 1918, and I shall only add that the problem

becomes more acute each year. A month of the inspector's time devoted solely to an investigation of conditions and to attempts to find solutions would not be misspent and would bring to a head active interest in a problem which today is hampering many of our best efforts.

Teachers—In the improvement of the general efficiency of our school system, the training and selection of teachers is the most important consideration. During the war, great difficulty was experienced in supplying well qualified teachers for the outlying portions of this inspectorate. The result was that the choice often lay between closing the school or permitting teachers with inadequate training to take charge. Last year, however, brought about sweeping changes and the following comparisons with the records of 1918, show striking results:

Class of certificate held	1918	1919
	per cent.	per cent.
Second Class or higher.....	32	54
Third Class.....	37	37
Soldiers'.....	..	3
Provisional.....	31	6

Considerable vigilance and repeated communications with boards of trustees were required to bring about this result. An impression prevailed that the supply of qualified teachers was inadequate and in many cases, teachers were found through my own personal efforts. This constant propaganda will furthermore, continue to bear fruit in future and during the coming year, I anticipate more marked results.

This inspectorate has, on the whole, been fortunate in the type of teachers attracted. The following schedule shows that the majority of teachers are efficient and that, other things being equal, training is the great factor in shaping the success of a teacher.

Rating of Teachers Whose Work was Inspected.

Certificate held	Excel- lent	Very good	Good	Fair	Unsatis- factory	Total
First Class.....	5	2	4	2	..	13
Second Class.....	7	14	22	11	4	58
Third Class.....	2	3	20	18	6	49
Soldiers'—No certificate held previously.....	..	1	1	1	..	3
Provisional.....	1	1	..	4	2	8
Totals.....	15	21	47	36	12	131

Records were kept of salaries paid in different districts and the average for rural teachers was found to be \$87 per school month and for town and village grade teachers, \$78 per school

month. This shows a considerable advance over the previous year and the favourable crop conditions in this district will tend to further improve conditions. The great difficulty, however, lies in the fact that in many districts the remuneration is offered merely for the services of a teacher, regardless of qualifications and prospective merits of services to be rendered. The teachers established in the profession accept openings early in the year, while the transient element is offered positions in the spring when the available supply is well nigh exhausted and school boards in their desperation offer the highest salaries to any teacher. This is one of the undesirable by-products of the short-term school. The following figures clearly show the injustice of this state of affairs:

Rural Teachers' Salaries, Based on the Records of Inspectorate.

Certificate held	Minimum per month	Maximum per month
First Class.....	\$90.00	\$110.00
Second Class.....	70.00	108.50
Third Class.....	70.00	120.00
Provisional.....	85.00	116.63

Progress of Pupils.—To summarise one’s impressions in regard to the general progress of the pupils presents a difficult task. Two outstanding facts, may, however, be mentioned at the outset, namely, (a) that with better teachers the progress is approaching more definite standards and the year’s work leaves definite results and (b) that serious drawbacks were encountered this year on account of the time lost during the last months of 1918 and the first months of 1919, due to the epidemic of influenza. Let me say, however, that the shortcomings found here are common to the province as a whole. Frequent changes of teachers occasion confusion and waste of effort. Short terms cause a tendency to rush through the work outlined in the curriculum. Fear of adverse criticism in inexperienced teachers causes a deadening formalism in all teaching and the tendency to investigate, to experiment and to find methods and solutions based on the particular needs of their individual pupils is, in many cases, wanting. On the whole, it may be said that the needed reform in rural teaching is increased attention to the child, its individuality, the awakening of its self-activity and the releasing of its initiative instead of the common rigid concern for the subject taught.

On the progress in individual subjects, I beg to submit the following general observations:

(a) *Common Subjects.*—Arithmetic, geography and spelling are, generally speaking, well taught. In these subjects, the course is clear, the objects definite and success can be easily tested. Literature and history are not so successfully taught. In literature, the attention is chiefly given to the mechanics of the subject and too little to the spirit of selections read or individual appreciation.

Reference texts and selections outside the prescribed texts are rarely used to advantage and the results are too apparent that in rare cases only is fondness for literature and a real desire for reading developed. The same weakness appears in the attitude to history. Historical facts may be thoroughly presented and carefully absorbed by the pupils but in many cases only as detached facts. The great spiritual and moral truths are overlooked as well as the opportunity afforded by the study to create a spirit of healthy citizenship. Grammar and language, important as they are, still remain the subjects where progress is most haphazard. The many factors which contribute to this are so well known that review of these is unnecessary. The greatest failing is that the study of language is too often disassociated from life and too much effort wasted in memorising laws of grammar without any practical application of such laws. More opportunities should be given the pupils for free and untrammelled expression of their own thoughts and discussion of their daily experiences.

(b) *Special Subjects*.—School gardening, household science and physical training are meeting with increased attention each year and considering that we are now really witnessing a beginning, the results may be termed very gratifying. In manual training, little progress has been made, although the school fairs are now beginning to awaken the interest of the public in this subject. Seventy-five per cent. of the districts have gardens. A few are highly successful and serve a definite purpose in the educational programme. A greater number of districts have gardens where very fair samples of flowers and vegetables grow, but there it ends. No use is made of the garden as an instrument for educating the child. A still greater number have gardens to comply with the letter of our course of studies. These gardens possess neither beauty nor usefulness and are justifiable only inasmuch as they may be a stepping stone to better things. Unless, however, the rank and file of teachers receive fuller instruction in the science of plant growth, and the importance of agriculture in our educational system, I cannot but sympathise with the scepticism which such amateur efforts arouse in many of the practical farmers. Physical training is used to good advantage in the majority of schools. Where such is not the case it is a decided menace. In two cases, teachers were advised not to give drill, as the methods used were obviously harmful for the physical development of the pupils and only a thorough course of training could have remedied the teachers' defective grasp of the principles involved. Household science is receiving its merited attention and the effects are particularly beneficial in the non-English districts. Thirty-nine districts in this inspectorate have provided equipment for noon lunches. This, aside from providing added comforts for the pupils, renders possible a great deal of incidental instruction in household science, hygiene and manners.

Consolidated Districts.—Of consolidated districts there are none in this inspectorate. There is, however, a growing interest in consolidation and I anticipate that in the very near future, definite steps will be taken to bring this about.

Work of Inspection.—For my work I have used a Ford car, although the early winter rendered necessary the hiring of a team to carry on essential work. My practice was to spend three successive days in outlying portions of the inspectorate and the remaining two days of each week in nearby schools in order to be in close touch at all times with all portions of the inspectorate. This routine, however, was very frequently abandoned owing to an unusual amount of illness in the family and in my own case. All districts were visited once, many twice, some as often as five times, where special conditions called for assistance. Six schools were never inspected, being closed for various reasons when the regular visits were made and return visits could not be arranged in the case of those which reopened. Eighty-three departments were inspected once, twenty-four departments twice and five departments three times, making a total of one hundred and forty-six inspections.

Whenever possible, I attempted to get in touch with trustees either on my regular visits or otherwise making special visits for the purpose. I find that therein lies one of the important phases of an inspector's work. The personal contact with trustees and ratepayers renders it possible to learn their point of view and to create an understanding of our own and the most beneficial results are obtained in that way. Teachers have also co-operated splendidly with me by reporting situations to me where I could exert an influence for improvement and through this means many difficulties were averted. Especially was this the case in connection with supply of equipment and encouraging longer school terms. A number of communications were sent to school boards where plans for closing the school early were reported to me and the results, in most cases, were very satisfactory. The prevailing tendency throughout the inspectorate is toward yearly schools.

Aside from inspection, the following work of the year might also be mentioned:

(a) Ten weeks' teaching at the Third Class session of the Saskatoon Normal School.

(b) Reading teachers' essays based on the prescribed reading course.

(c) Assisting in the organisation of seven school fairs, involving attendance at a number of meetings, preparing prize lists and programmes and attending all as a judge of school exhibits.

(d) Attending twenty-nine meetings of boards of trustees and eleven meetings of ratepayers.

(e) Addressing nineteen public gatherings on educational problems.

(f) Assisting in the inspection of the Wynyard High School.

(g) Organising and attending the convention of teachers of the inspectorate and a number of other miscellaneous meetings with a bearing on the work.

Plans were drawn up at our convention of teachers for the organisation of rural education associations at central points in the inspectorate and the work is now progressing with the co-operation

of teachers and other citizens. All this work, I feel convinced, is bearing rich fruit throughout this district. The people are interested in education as they have never been before, due to the splendid efforts of the teachers in bringing the public in touch with the work of the schools.

I have the honour to be, Sir,

Your obedient servant,

B. HJALMARSON.

KINISTINO, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour herewith to present my report for the year 1919. In doing so I am following with reasonable closeness the outline offered by the Department.

My territory covered rural municipalities Nos. 428, 429, 430, 458, 459, 460 and the territory lying between R.M. No. 458 and the Saskatchewan river.

On January 1, 1918, I had on my list eighty-six school districts and 101 departments. Since then, two districts and three departments have been added. One of these districts, Meskanaw, did not succeed in getting school built in 1919. The school will be built early in the coming spring.

School attendance has improved in regularity and in the number of children enrolled. This was very satisfactory this year. The teachers generally speak well of the good effect of The School Attendance Act.

The time during which schools are kept open during the year is increasing. Inability to secure teachers prevented a certain number of schools from being open as long as they would otherwise have been. I notice a growing desire on the part of the people to have a yearly school and to secure and retain the services of a well qualified teacher.

There has been little change in school buildings during the year. Too many buildings are lighted from both sides. In a number of cases there is not sufficient room for blackboard. More interest is gradually growing in the neatness and cleanliness of the school-room. This is possibly also true in regard to outhouses, but not to so marked an extent. The presence of more women on the trustee board will improve this side of the work. A number of districts find difficulty in securing anyone who is willing to clean the school. This might be overcome by a number of districts uniting in engaging a man to take charge of that work or the municipality might engage a man. Heating is mostly effected by stoves or a Waterbury plant. The latter is usually well spoken of. Central Park S.D. No. 1331 this year built a new school with full basement and a furnace in the basement. This seems to me the ideal towards which we should

aim. If the debenture term for frame buildings were extended over twenty years there would be no increased hardship felt by any district if it were made compulsory that all new schools should have full basement. Why cannot this be done?

It was found necessary to recommend quite a few extensions of provisional certificates in 1919. A number of these were for short periods until a qualified teacher could be secured. Some outlying districts have difficulty in securing and retaining a qualified teacher. Possibly the great reason for this is the lack of a suitable and convenient boarding place. In such cases, I have recommended the building of a teacher's house. A nice little cottage with a suitable garden plot would be an attraction to many. The standing of the teachers in rural schools was as follows: First Class, ten per cent.; Second Class, 46.25 per cent.; Third Class, 32.5 per cent. and Provisionals, 11.25 per cent.

I am pleased to say that I have met with a good many capable teachers this year, teachers who had some definite ideas as to what they wanted to do and how they were going to do it, teachers who were imbued with the scientific spirit, who had the observant eye and the inquiring mind and that philosophic temperament that led them on to feel and to search for the relationship of things. They were not merely teaching history, geography, arithmetic, etc. They were utilising all these things to the making of a man and that man a good citizen. Here is the Saskatchewan problem—how to produce teachers like these. When shall we attack it in a scientific way? I have said so much about the “growing” of a teacher in previous reports that I think I may refrain from saying more here. It is a matter, however, upon which I feel so strongly that I must mention it. Some day I hope to see the question investigated.

The course of studies is generally conscientiously followed. In arithmetic, the field of work covered is fairly satisfactory, but the training in thinking and in expression is too often neglected. This is most especially true where the greater portion of the work is done from the text book. Mental arithmetic is not appreciated as it should be. Neat and exact statements are the exception. Pupils are not good critics and they are not self-critical. Expression generally is not what it should be. Apparently it is not felt to be “worth while.” Grammar is too often taught as an information subject. It is not made a subject of nice inward searching and mental weighing. It is not producing the mental pleasure that it should. In geography, many are doing good work, but too many neglect the blackboard and the globe. The work in agriculture is generally weak. It is presented more with information in view than as a training to establish an interest and leave an impress on the character of the child. I found hygiene frequently neglected. The teachers seemed uncertain about it. They did not know much about the subject or its aims or the course of study and consequently the work was frequently bookish and unattractive. Some teachers, however, handled the work well. They got the interest and consent of their class. The inspector could feel how well calculated their presentation was to affect character and conduct. I found, however, on the part of all teachers a greater interest in the habits of their

children and in the condition of the schoolroom. Here, I think, is possibly the greatest sphere of hygiene in the public school. Practically all schools are doing something along the lines of manual training and household science. Some schools had a fine array of children's work on exhibition and I was pleased to see how proud they were of it. A great many schools had gardens but lack of rain interfered with success in the west half of my inspectorate. In the east half some very good gardens were found. Not all of the gardens were so managed as to make them important factors in the education of the child. With few exceptions, physical training formed a part of the regular work of all schools. The quality of the work varied greatly. The mental value in the subject seemed very regularly overlooked. This side of the work should be well emphasised in the training of the teacher.

We are, I feel, developing a pretty heavy course of studies. A teacher in a rural school who has the full eight grades has great difficulty in arranging her time table to give all subjects a share of her time. Is there not a chance that we are dissipating the energies of both pupils and teacher? If we are, and if pupils are going through the public school without having tasted the pleasure of good intensive work, our public school course will scarcely be considered a success. It is right that we should have a fairly broad course, but the number of subjects taken abreast should be never be sufficient to chill enthusiasm.

There are no large districts in my inspectorate.

I use a Ford runabout car in my work. I find it quite convenient in most of the country. It is much less tiring than driving a horse and enables me to to at home at weekends when I could not otherwise be. It has some disadvantages in the rough country, but I find the advantages far outweigh them. One great disadvantage is that it is very expensive. The initial cost is high and repairs are very costly.

I succeeded in getting over all of my territory once and a good deal of it twice. The bad weather that set in, in the fall, greatly interfered with work. I lost considerable time during the summer through rheumatism, being confined to the house for about a month. After that, for a considerable length of time I was unable to walk much or stand much exertion and so could visit only convenient schools. Of schools with buildings erected five were not inspected this year. They were not in operation at any time that I visited. "No teacher" or "teacher away" was the explanation. My plan for visiting these later in the fall was foiled by the extremely bad weather that set in.

I have the honour to be, Sir,

Your obedient servant,

J. F. HUTCHISON.

DUCK LAKE, *January 1, 1920.*

HON. W. M. MARTIN,
Minister of Education.

SIR,—I have the honour to submit herewith my report on the Rosthern inspectorate for the year ended December 31, 1919.

The inspectorate consists of the following municipalities: Grant R.M. No. 372, Aberdeen R.M. No. 373, Fish Creek R.M. No. 402, Rosthern R.M. No. 403, Laird R.M. No. 404, St. Louis R.M. No. 431 and the south half of Duck Lake R.M. No. 463. It is divided by the South Saskatchewan river and extends over an area of fifty-three townships, fifty-four miles in greatest length and forty-eight miles in width.

At the beginning of the year, there were 109 school districts on the list, with 130 departments. Three new school districts were formed during the year and nine departments added.

School houses have been built in all three new districts. There are, however, two districts in which there are no school houses—the Dobraniwka S.D. No. 2608 and the Passchendaele S.D. No. 4084. In the first case, the district has an arrangement with the neighbouring school district, Heuboden No. 1877, and in the latter, delay was caused by the official trustee not securing the sale of debentures in time to proceed with the erection of the building in 1919.

The enrolment and attendance of the pupils in the schools on the day of my visit are shown below:

Grades	Schools of one department		Schools of two or more departments	
	Enrolled	Present	Enrolled	Present
I.....	1,047	906	299	278
II.....	394	341	153	149
III.....	363	307	130	120
IV.....	330	273	126	120
V.....	198	166	95	94
VI.....	49	39	95	85
VII.....	33	25	87	86
VIII.....	8	8	33	33
High school.....	2	2	84	78
Totals.....	2,424	2,067	1,102	1,043

This shows a percentage of attendance of 88.3, but it must be remembered that these were days when no excuse of inclement weather kept pupils at home. The yearly percentage is not so high. A further analysis of figures shows that for the hundred rural schools the average percentage was 85.25 and for the town schools 94.6.

There is no doubt that the enactment of The School Attendance Act has been very beneficial and with an improved administration of it, even better results can be obtained.

During the year, I have been further impressed with the advisability of a larger school unit for administration. In Laird municipality it has been found necessary to form two new school districts. This has resulted in changes of boundaries of over six school districts and in two of these cases, the school house had to be moved to a new site. There is also a growing demand for a smaller school district, making the distance from the corners of the district to the school house shorter. This is bound to cause readjustment of school district boundaries with considerable additional expense in adjusting school centres. Many of the present school trustees are reactionary, especially in respect to the course of studies. They have attempted to restrict school studies to the subjects of arithmetic, reading and writing and when their children have obtained a slight acquaintance with these subjects, they are anxious to withdraw them from school. A smaller percentage show a genuine interest in the progress of their school and are anxious to promote its efficiency in every possible way.

In regard to a longer school year, the chief difficulties are the extreme cold, and impassable roads of winter and the desire of some parents to have children at home during the stress of farm work.

At the beginning of the year, six school districts were being managed by official trustees, namely, Lilly S.D. No. 2841, River Park S.D. No. 843 and Strawberry Valley S.D. No. 2332 by Mr. A. J. Sparling; Scarpe S.D. No. 4076, Passchendaele S.D. No. 4084 and Dobraniwka S.D. No. 2608 by Mr. Chas. Holz. During the year I found it necessary to recommend the appointment of three others, namely, Mr. H. E. Brunelle for Buffer's Lake S.D. No. 2489, Mr. Fischer for Reinfeld S.D. No. 3386 and Mr. J. H. Curry for Riel Dana S.D. No. 1458. In each case the appointment was asked for on account of the refusal of the trustees to conduct the school in accordance with The School Act.

During the last year there has been a decided improvement in the school buildings of this inspectorate. Ten one-room school houses have been built besides the completion of a four-room building in Waldheim village at a cost of \$20,000 and the building operations at Rosthern public school at a total cost of \$50,000. The latter is now a modern twelve-room building. I anticipate that relatively the same number of rural schools will be built in 1920. There has been very little, if any, improvement made in the school grounds. On account of the drought a large number of school wells went dry during the summer. Different trustee boards have constructed or have under advisement the construction of large reservoirs to provide water supply for their schools. As a general rule the trustees appreciate their responsibility in these matters.

The supply of teachers in this inspectorate has not been sufficient to meet the demand. In order to have all the schools in operation I found it necessary to recommend both provisional certificates and also extensions of Third Class certificates. At the same time, I impressed on the recipients of these certificates the absolute necessity of improving their standing, so as to make it

unnecessary to require such favours. The extension of Third Class certificates, raises the question of permanent Third Class certificates. There are a number of married men, especially in the Mennonite districts, who have commenced teaching on Third Class certificates and have now become experienced and efficient teachers. It is a real hardship for them to take the time and go to the expense of improving their academic standing. In these cases, it would appear advisable to grant permanent Third Class certificates. The supply of teachers has been augmented by a number of young Ruthenian-Canadians, University students, who, being granted provisional certificates, have taken a year from their studies and taken charge of schools. I found them doing very satisfactory work.

In regard to the services rendered by teachers, the majority are efficient, conscientious in their work, returning excellent value to the school and district, more indeed than can be measured in currency. Also, the number of those who are a real detriment has decreased. I found a few among the Mennonite schools and a larger percentage among the French and Ruthenians. The latter I hope to eliminate from this inspectorate next year.

The question of salaries is still a very serious one, not alone on account of the necessity for material increase in order to meet the present much enhanced price of all commodities, and to bring them more nearly on a par with salaries in other occupations and professions, but also in order to give advantages to those teachers who hold a higher grade certificate. I find that many teachers holding provisional or Third Class certificates are receiving larger salaries than those holding Second and, in some cases, First Class certificates. The present movement of the Teachers' Alliance holds a promise of a remedy in this matter, a matter in which Departmental action might be advisable.

The chart on the opposite page gives particulars regarding the teachers employed in this inspectorate during the year.

In addition to the following table there were a few other teachers who were not recorded by me. The two provisional teachers in the village schools are explained thus—one was granted a certificate pending the receipt of documents from Scotland and the other was a substitute teacher. Of the two who held no certificates, one taught a primary French class in St. Louis R.C.P.S.D. No. 14 and the other, a Ruthenian, taught in Ozeranko S.D. No. 644.

Certificates held	Nationality of Districts.												Total
	One room schools			Schools of 2 or more rooms			All schools in inspectorate						
	Men- nonite	French	Total	Men- nonite	French	Total	English speaking	Men- nonite	Ruthen- ian	French	Scandin- avian		
Provisional.....	7	8	15	..	2	2	..	3	9	5	..	17	
Third Class.....	18	24	42	1	3	4	2	22	10	11	1	46	
Second Class.....	14	20	34	6	20	26	21	22	5	10	2	60	
First Class.....	2	4	6	2	2	4	6	1	1	2	0	10	
None.....	1	1	2	..	..	..	..	..	1	1	..	2
Totals.....	42	57	99	9	27	36	29	48	26	29	3	135	

The figures showing the attendance of pupils bear out the generally accepted fact that the majority of the children of the province leave school at the end of the fourth grade. In this inspectorate, consisting so largely of children of foreign descent, the grade is not so high. The following chart shows what percentage of the total enrolment was found in the various grades in (a) one-room schools and (b) schools of one or more departments.

(a) *One-room Schools.*

GRADES								
I	II	III	IV	V	VI	VII	VIII	H.S.
43.2	16.3	15.	13.6	8.2	2.	1.5	.33	.08

(b) *Schools of two or more Departments*

GRADES								
I	II	III	IV	V	VI	VII	VIII	H.S.
27.1	13.9	11.8	11.4	8.65	8.65	7.9	3.	7.9

This shows that in the one-room schools almost sixty per cent. leave at the end of the second year, while in schools of two or more departments fifty per cent. leave at the end of the third year.

The present administration of The School Attendance Act should be able to effect an improvement in this matter. At the present time, however, it is far too easy to evade the provisions of the Act. For example, the trustees have the power to grant leave of absence to children of from twelve to fourteen years of age. This privilege is very often abused and especially as there is no limit to the leave of absence. Another loophole is found in the clause restricting some to under eighty per cent. attendance. This, as one bright boy assured me, allows a pupil one day a week absence from school.

The advancement in the special subjects is confined to a few schools and the exhibits at the school fair showed that they were obtaining excellent results. These schools are Rosthern, Duck Lake, Stobart, Waldheim, St. Jean Baptiste and a few rural schools in Laird and Rosthern municipalities. In each case, the school has had the advantage of the same teacher for a number of years, which leads to the conclusion that advancement in these lines is almost identical with the permanency of the teacher.

There are no consolidated school districts in this inspectorate. Duck Lake and Stobart districts are above the average in area. At the latter, and at St. Louis R.C.P.S.D. No. 14 there are convent boarding houses which are managed in conjunction with the school. The arrangement has many commendable features and is well supported by the ratepayers.

In my work of inspection I used an automobile. This has the advantage of allowing me to reach any school in the inspectorate

in one day and, if I desire, to return home the same day. It has the disadvantage of leaving me with no conveyance during winter weather and an inspector's expense allowance hardly warrants the hiring of livery conveyance. A car is more expensive with regard to upkeep than a horse and buggy and the initial cost is also much greater.

The first four months of the year, I spent assisting at the Second Class Normal School session at Regina. Following that, several weeks were spent in adjusting school district boundaries, etc. In one case, where four school districts, Windom, Rose River, Springfield and Snowbird, were formed out of some unorganised sections, and the former Windom and Springfield school districts, Mr. Funk, Secretary of the Laird municipality, and myself were appointed commissioners to make a division of the property.

In general, I devote one week at a time to each municipality, excepting Grant and Duck Lake. In the former, case I arrange to spend three days in the municipality, remaining two nights at Vonda, and in the latter I inspect as opportunity offers. During the year I was handicapped by the difficulty of crossing the river owing to low water and to many days of exceedingly high winds. Also, the early withdrawing of the river ferries, on October 8th, cut off communication with that part of the inspectorate.

The regular teachers' convention and school fair was held at Rosthern on October 9th, 10th and 11th. The attendance was smaller than that of last year. This was accounted for by the exceedingly bad storm which occurred on the 8th and 9th. Fifty-five teachers were present and the exhibits of school work, etc., were especially good. The association is indebted to Miss Rankin of the Provincial Normal School and to Dr. Wilson of the Saskatchewan University for addresses at the various sessions. At an evening meeting, addresses of interest were given by Dr. Weir of the Provincial Normal School, Saskatoon, and Dr. Ehrich, president of the local trustees' association.

During the year I had the benefit of the assistance of Miss M. Campbell, from the Household Science branch of the Department of Education. Besides regular reports and inspections of the schools from that standpoint, I arranged for joint meetings of teachers and trustees at different centres, at which Miss Campbell was given an opportunity of emphasising the importance of teaching such subjects as come under Household Science and Hygiene. I have carried out a policy of following up this work through my reports to trustees and individual conferences. This work, I believe, is capable of considerable development, but is not progressing on account of the disinclination of the trustees to incur further expense.

In conclusion, I wish to acknowledge the unfailing courtesy which I have received from the various municipal officials and from the trustees of the schools. I have also to acknowledge the assistance I have received from members of the Normal School staff, Saskatoon, and the officials of the Department of Education.

I have the honour to be, Sir,

Your obedient servant,

A. W. KEITH.

SWIFT CURRENT. *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit the following report on the Sceptre inspectoral division and on my work as inspector of schools for the year 1919.

The inspectorate comprises six rural municipalities; Nos. 230, 231, 232, 168, 169 and 229, being larger than the field of 1918 by municipalities 168 and 169. The number of districts in this area on January 1, 1919, was 100 with a total of 119 departments. During the year, one department was added in the town of Cabri. In one district, namely, Grampian S.D. No. 3638, no school has been built, the five or six children of school age in the district attending school elsewhere.

There was a marked improvement in the regularity of attendance during the year. The average monthly percentage of attendance as taken from the registers for an aggregate of 229 months, was 83.09. The total number of pupils enrolled when I visited the respective schools was 3,052, of which number, 2,519 or 82.53 per cent. were present. This improved showing is due in part to the better method of arriving at the possible aggregate enrolment for the month, but chiefly to the operation of The School Attendance Act. The Act has been applied very wisely in this portion of the province and the results, I think, are very gratifying. In addition to recording the number of lates, I should like to see space provided in the daily register for recording the actual percentage of punctuality for each month and term. This should be included in the returns to the Department. I believe that the progress of many rural schools is seriously retarded by many of the children arriving from thirty to sixty minutes late. The excuse generally given is the work at home. Offending parents should be held responsible for this in the same way as they are for non-attendance under The School Attendance Act.

Under the present trustee system, I should say that school affairs are being managed fairly satisfactorily in about fifty per cent. of the districts. In the remainder, there is incompetency, carelessness, indifference and petty quarrels, all of which detract from the efficiency of the schools. It is not to be assumed that all those who accept office as trustees take a real interest in the school. The idea of an educational council in each municipality, which has been the subject of considerable discussion of late, has much to be said in its favour. We must have something of this nature or a greater number of official trustees.

In most districts there has been a decided tendency toward the longer school year; nevertheless I think it advisable for many schools to take the long vacation during the winter months. With the advent of cold weather the attendance falls off to a great extent.

I have reported twelve school houses as being unsatisfactory, for the most part because of their congested condition, in some cases as many as sixty children being enrolled in a school meant to accommodate thirty-six. I have sufficient faith in rural con-

solidation to recommend that in some of these cases, consolidation should take place and two-roomed or four-roomed schools be erected. Such centres would eventually develop into rural continuation schools.

Apart from fencing, there has been little improvement in the school grounds. A few districts have planted trees but in only two instances have they shown signs of attention and given promise of growth. During 1918 I recommended widely that consideration be given to tree-planting, but I realise now that until we have more responsible caretakers at the schools, in this part of the province at least, the effort will meet with failure.

Most districts are doing their best in regard to the water supply. I have reported eleven instances where, in my opinion, with a little effort, improvement could have been made in the arrangement. There are fourteen good school wells in the inspectorate.

While the supply of capable teachers has been inadequate, nevertheless there was no school closed throughout the year for want of a teacher. Of the teachers whose work I inspected, twenty-three held First Class certificates, fifty Second Class, forty-six Third Class and nine provisional. I have no doubt that this is a considerable improvement over previous years. Trustee boards have shown a greater tendency to pay more adequate salaries, \$1,200 to women teachers in rural schools being quite common. But in engaging teachers there is not sufficient recognition given to qualifications and experience. I recall the cases of (a) an experienced Second Class male teacher, married, whose salary was \$900 per annum, and (b) a woman teacher holding a Third Class certificate receiving over \$1,300 per annum. This is unfair, but there are many such instances. If teaching is to be considered a real profession and if we are to retain our best male teachers, such conditions must be remedied. I think the only solution is for the teachers to become thoroughly organised. With this done, salaries can be adjusted, a system of pensions adopted and the profession elevated to that position in our civilisation which it should rightfully occupy. Then we may expect many of the best brains to take up teaching as a profession and the benefits to the nation will be inestimable.

I am glad to report very satisfactory progress in the common school subjects. For the majority of the schools in this inspectorate I consider primary reading and language the most essential subjects of the curriculum and I have noticed that invariably the recent graduates of our Normal Schools handle this work in a very efficient manner and with good results. As usual, geography and history are taught chiefly as memory subjects and thus lose much of their value.

Many schools attempted school gardens but owing to the dry weather, not more than three gave much promise at the time of my visit. Naturally this work has been very discouraging. During the year short courses in household science were held at Cabri and Leader by Miss Neelands and Miss McColl respectively. Judging from the remarks of senior pupils and teachers, these courses were very helpful and were much appreciated. More attention is being

given to physical training and under the Strathcona Trust, prizes were awarded to Maple Dale S.D. No. 2727 and to the junior department of Sceptre S.D. No 3678. Beneficial as this work is, I am of the opinion that almost all the children of our rural schools require recreation for the mind much more than exercise for the muscles of the body. If our teachers could institute group games and various forms of team play during recreation periods, the children would become brighter and more alert. This is a phase of teacher-training to which our Normal Schools might well give more attention.

There are six large districts in the Sceptre division, regarding which, the following schedule may be of interest. The Garvelle district is entirely rural.

No.	District	Area in Acres	Enrolment		Teachers				Atten- ance	Convey- ance
			Below Gr. VIII	Gr. VIII and up	Third Class	Second Class	First Class	Grad- uates		
1320	Cabri . . .	48	158	20	1	3	..	2	89%	Good covered vans.
3910	Garvelle. . .	45	18	..	..	1	..	..	91.5%	Auto
1288	Shackleton . .	42¼	47	11	..	..	2	..	88%	Good covered vans
3028	Portreeve . .	45	41	10	1	..	1	..	Good	Vans
2856	Lemsford . .	49½	33	1	..	1	1	..	85%	Open democrat and sleighs
3678	Sceptre. . .	39½	53	11	1	..	1	..	Good	Good vans

There are at least three advantages which may be inferred from the above, namely, the teachers in these schools are generally well qualified, the attendance is more regular and there are better opportunities for doing some work of the High School course than could possibly exist in the one-teacher school. The cost of conveyance is no doubt high, each van averaging about \$5 per day, so that the daily expense for this in some districts is over \$20. However, there are few rural districts in my inspectorate where there are not two, three or four families whose children drive themselves to school. The expense of doing so is evidently lost sight of. In these large districts, I believe autos could be used for conveying the children during a great part of the year, thus minimising the length of time the children must remain on the way to and from school. All things considered, I think consolidated school districts have a place in Saskatchewan and I look for their number to increase in the next few years.

I used a car in the work of inspection, but I found it necessary to engage a livery rig on a number of occasions. The daily train

service each way on the Empress branch of the Canadian Pacific Railway is a great convenience in my work. There are twelve towns and villages on the line, each of which is made my headquarters for periods of from one to three weeks during the year, this enabling me to meet many of the people of the towns and rural districts. I made 118 first inspections and thirty second inspections besides a considerable number of visits. All schools were inspected at least once. I assisted at the Normal School, Regina, until May and also spent about three weeks of the year at work in connection with the Teachers' Reading Course and the summer examinations.

The majority of the schools hold annual community picnics but the school fair idea has yet much room for growth. In August a very successful fair was held at Lancer under the auspices of the Women Grain Growers' Association and about 400 exhibits from the various schools were sent to the central fair at Swift Current in October. About seventy teachers from the Sceptre inspectorate attended the union convention at Swift Current, which was held at the time of the fair. Two rural education associations have been organised at Cabri and Lancer respectively, but as yet they have remained inactive.

Although there is yet much to be hoped for, nevertheless I feel that a good deal of educational progress has been made in this inspectorate during 1919.

I have the honour to be, Sir,

Your obedient servant,

N. LATOUR.

WOLSELEY, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I beg to submit the following report of the schools in the Wolseley inspectorate for the year 1919.

This inspectorate consists of municipalities 93, 94, 95, 124, 125, 154 and 155. It is bounded on the north by the Qu'Appelle river and on the south by the Moose Mountains. At the beginning of the year there were ninety-eight school districts comprising 120 departments. Two new districts were organised but schools were not built. Five new departments were opened in urban schools. Two old schools, Edenland and Abbotsford, were not opened during the year; the former, because the district was organised into two new districts and the latter, because of lack of pupils.

Generally the percentage of attendance was good. Fifty-five rural schools opened in January or February. The School Attendance Act has had good effect in promoting regular attendance.

Local school administration has some commendable features in that it guarantees in a degree the interest of a considerable body

of men in school matters. Where these men are progressive and are supported by the ratepayers, progress is being made. But too often petty strife or a desire to curtail expenses hinders the forward movement. In matters affecting several school districts, such as the formation of a new district in territory already organised, this system lends no assistance to a speedy and satisfactory adjustment. It also isolates the schools from one another so that they seldom profit by the experiences of their neighbours. In general the people wish to give their children a good public school education but several circumstances make this difficult. They complain of the hardships their children endure in going three or four miles to school in severe winter weather. At present there is considerable unrest among farmers owing to inadequate educational facilities for their children. The rural schools are too far from some homes and they do not offer a high school education. I am informed that many farmers would send their children to town schools provided they could secure suitable boarding places. Such places, however, are few in our small towns. Three solutions present themselves, namely, to increase the number of rural schools, to organise consolidated schools or to sell their farms and move to town. Both the community and the province would suffer a severe loss should the farmers act on the third solution. For the present the agitation for consolidation has died out. There is a movement on foot to erect small districts of ten or twelve square miles. Four such districts have been mooted this year, yet any move on the part of a community to form a new school district in territory already organised meets with considerable opposition from surrounding districts which would suffer loss of land. The rural community should be informed of the advent of the small school district with its increased educational advantages, as well as its increased financial obligation, in order that they may take a broad view of their obligation to provide efficient education for the children of the community.

This being an old settled district, a considerable number of schools are of the old type with windows on opposite sides. Many are heated by an ordinary stove and in such schools the doors and windows provide the only means of ventilation. The Waterbury system of heating and ventilating has been installed in some of these, but there is some complaint that they smoke the buildings and do not adequately heat them. Inspectors see the rural school closets at their best as rural schools are visited when there is little snow. A few are disgraceful, but on the whole they are in fair condition. I have advocated a frequent changing to new sites with deep pits. Outside urinals should be provided where necessary. The Grenfell school has the best outside closets in this inspectorate. Only one rural school has inside closets. Wawota and Glenavon have installed caustic closets. The method of sweeping in the schools does not accord with approved practices. A satisfactory system of water supply has yet to be devised.

The Trustees' Association in convention has a splendid opportunity to impress on trustees the importance of attending at once to the needs of the school plant. These needs are urgent. It is

only fair to state that a considerable number of trustees make an honest effort to do their duty in this respect. Glenavon and Wawota each built a two-roomed brick school, heated by furnaces and equipped with sanitary caustic closets. A plentiful supply of windows and blackboard space was provided. Kennedy school district installed a steam heating plant. Indeed, all the town and village schools are commendably equipped and an adequate teaching staff is provided.

There is a good supply of teachers for this inspectorate. Only four provisional certificates were granted in 1918 and two in 1919. Teachers' salaries range from \$900 to \$1,200. Teachers who serve their home schools are paid the lowest salaries. Some teachers do good work. Their schools are well organised, the children are interested, responsive and industrious. They know the work covered, they are gaining power and their native spirit of investigation is developed. Other teachers do fair work in some subjects but they are not developing strong pupils. The grade of certificate and the number of years spent in the work are not dependable criteria by which to judge of the teacher's ability. I do not desire to be critical. Criticism has little value. Few bodies of people deserve more sympathy than rural teachers. Many of them are still in their teens. They lead a lonely professional life and need more help. Conventions and school fairs give a little stimulus. The short courses at the university are a real inspiration, but unfortunately only a small number of our teachers attend. The inspector also gives some help, but too often teachers are like soldiers in the front line trenches with the lines of communication broken and the ammunition running low. Inspector J. Arch. McLeod's scheme of assembling small groups of teachers to discuss thoroughly one subject of school work is a splendid one. I shall endeavour to organise similar work this spring.

It is sometimes stated that our curriculum is crowded. I will leave this question for wiser heads to debate. My observation leads me to the opinion that teachers who know the subjects of study and see them in their proper perspective and relation to one another, who can correlate these subjects and combine classes to the best advantage and who have mastered the art of teaching—such teachers can do justice to the whole course. But the average teacher with a weak grasp of some subjects, who views the course as so many isolated subjects, cannot teach the whole course. Most teachers would profit by giving more careful attention to the syllabus of studies and more preparation to what they would teach. All teachers give attention to the common subjects and most of them are obtaining some commendable results. Considerable time is devoted to arithmetic. Teachers who aim at clearness of ideas and, beginning with small mental problems, follow these with a well-graded series of more difficult problems, do good work. Primary reading gives a good deal of trouble and often slow progress is made. History is commonly looked upon as so many isolated facts. The relation of an event to a general movement is seldom noted. Composition is an elusive subject. It is not so much a matter of right and wrong as a matter of better and worse. Except

for the attention paid to business forms, little teaching is done in this subject. Agriculture and nature study are viewed as purely information subjects. I seldom see original investigation carried on. Perhaps twenty gardens were attempted in this inspectorate. Those of Mount Crescent, Rhineland, Huntingford and Flinton were the most successful. The produce of the Mount Crescent garden was sold for \$63. This garden was solely the work of the pupils and teacher. While the monetary value is not the chief consideration, yet where there is no such value the enterprise dies from lack of interest.

In a few schools the pupils assist in providing some warm dish for lunch. This, with a little sewing, chiefly in connection with school fairs, constitutes the course in household science.

Physical training is given in all schools. An increasing number of teachers are giving this training in the school yard. The exercises are done in a creditable manner. Games are seldom included in this work. This is to be regretted.

The schools of towns and villages are visited in the early spring and late fall. The railway is used in making these visits and a car is used to reach the rural schools. The only difficulty I have encountered is the poor condition of the roads. Occasionally a second trip must be made to find the school in operation, because the secretary fails to notify the inspector of vacations. Two hundred and twenty-one inspections were made, fifteen departments being visited once and 105 visited twice. Every department that was in operation, save the additional one opened at Glenavon in the fall, was inspected.

Three school fairs were organised at Broadview, Wawota and Kipling. Successful fairs were also held at Grenfell and Poplar Grove school. While it is true that such fairs have attendant evils and receive a disproportionate amount of advertising, yet they afford an opportunity for pupils and teachers to get together for a social time. They see each other's work and go back to their schools with a widened outlook and quickened interest. The Indian Head and Wolseley inspectorates are still united in a historic Teachers' Association. Our convention was held at Qu'Appelle and valuable papers were given by Inspector J. Marshall, Miss Jean E. Browne, Director of School Hygiene, Professor Hoole of Regina and Miss Noble of Indian Head. Many praiseworthy exhibits of school work were made by both urban and rural schools. Mr. A. M. McDermott of the School Agriculture branch of the Department of Education, conducted a class in Grenfell in agriculture. Though the course was short it was much appreciated by the surrounding rural community. I hope to have at least one class of this kind organised this winter.

The work of the inspector is very interesting. He sees some result from his visits to the schools and his reports and interviews with the trustees. Indeed, there appears to be no limit to his opportunities for usefulness. But in order that he may be prepared for his varied and arduous tasks I beg to suggest that the inspectors should be assembled annually for stock taking and preparation of plans for future work. A definite programme should be outlined

and announced in good time so that all may be prepared to contribute something to the discussion. The value of such a convention would be much enhanced if an eminent educationist were present to discuss with the inspectors some important phases of the work.

Besides the regular work of inspection I was engaged for two and one-half months in the Moosomin Normal School and three days were spent in committee work in Regina.

While much remains to be done yet the field is bright with promise. A little better team work among all concerned in this great work will bring gratifying results.

I have the honour to be, Sir,

Your obedient servant,

JAMES LITTLE.

NORTH BATTLEFORD, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit for your consideration the following report upon the public schools in the inspectorate of "The Battlefords" for the year 1919.

This inspectorate includes the city of North Battleford, the town of Battleford, the western portion of Mayfield R.M. No. 407, the northern portion of Prairie R.M. No. 408 and the rural municipalities of Douglas No. 436, North Battleford No. 437, Battle River No. 438, Round Hill No. 467 and Meota No. 468.

The number of school districts in this territory on January 1st, 1919, was seventy-one, of which sixty-five were of one department each and the remaining six varied from two up to twelve departments. To these were added during the year four new districts, while one, Rudell, added a second department. Thus at the close of the year there were sixty-eight schools of one department each and seven of more than one, making seventy-five in all. The year began with ninety-two departments and closed with one hundred and four, a net increase of three departments in ungraded schools and nine in graded schools. Two of the school districts were organised too late in the year to enable them to erect buildings until the spring of 1920.

The attendance, in almost every case, has been excellent. While attendance has been steadily improving for years it increased rapidly when The School Attendance Act came into force. It is still improving. The average percentage for the schools in the inspectorate was between 80 per cent. and 90 per cent. though after the first week in October there was a considerable falling off. The total enrollment in the seventy-one schools (100 departments) inspected, was as follows:

First visit. (including departments inspected only once)—

Enrolment.....	2 575
Present on date of inspection.....	2,068
Percentage.....	80.3

Second visit. (four less schools)—

Enrolment after midsummer.....	2,190
Present on date of inspection.....	1,768
Percentage.....	80.7

While the attendance is excellent and the enforcement of The School Attendance Act deserves great credit I believe that there are a good many children of school age living beyond the mileage limits stated in the Act who receive little or no schooling. I urge that the Act be so amended that all those living within a school district and those in unorganised territory be compelled to attend at least 50 per cent. of the school year. Those living at such a distance as to find this a hardship should receive special assistance from the Supplementary Revenue Grant. The aim should be "a school for every child and every child in school."

More frequently than ever before, I have this year met the query, "Why do not the authorities make the rural municipality the school unit, tax all lands and thus enable the municipal board to place teachers more suitably?" I would refer you to my last year's report regarding this matter.

Of the seventy-five schools in the inspectorate, thirty-one may be considered as definitely whole-year schools, while five or six more will soon be in this class. Of the 104 departments sixty were open during the entire year. The part-year schools kept open well into the autumn in spite of the very bad weather after October 8th. Two only closed on account of the weather conditions before December 12th. A few closed from other causes, a student-teacher, a school becoming too small, families moving away, the teacher being obliged to resign on account of sickness, etc. What shortens the term is the late start in the early months of the year. Two special difficulties cause this. It is difficult to *start* children to school in cold weather and I have known a teacher to be at the school daily for a week before a pupil appeared. Owing to the winter sessions of the Third Class Normal schools closing about the middle of March and the scarcity of teachers many boards neglect earnest effort to secure a teacher until this time. To these may be added the unwillingness to engage a "permit" teacher until it is absolutely certain that a trained teacher cannot be obtained. If the school year ended on June 30th, instead of December 31st, these difficulties would be removed, but others might arise. Another difficulty is the cold school room. So long as we depend upon a stove, or even a jacketed heater *above the floor*, the children's feet will be cold and they themselves will be uncomfortable and unable to study properly.

The year has been one of decided progress in building. Three new school houses have been erected, the most modern in the field, two with full basements and indoor sanitary toilets, the other with a jacketed heater and indoor sanitary toilets. These are in The Hospital S.D. No. 3929, fully modern and a model building erected in the place of the one lost by fire last winter; The Brada S.D. No.

4134, fully modern and the finest rural school building in the inspectorate and the White Cap S.D. No. 4175, a fine rural school room but without a basement. Two school districts, the Ruddell S.D. No. 1588 and the Metropole S.D. No. 1608, have enlarged and improved their buildings, in each case excavating a basement under the newer portion and introducing furnaces. The former has become a two-department school, and the latter has the largest and one of the best rural school buildings in the inspectorate. Both made the mistake of not excavating a full basement and putting in sanitary indoor toilets, but the buildings are greatly improved and the other improvements will soon follow. There is now but one very inferior school building in my field and both ratepayers and trustees assure me that they will rebuild in the near future. I might add that eighteen of the school houses possess basements and basement furnaces.

The Scentgrass Lake S.D. No. 3133, though organised some years ago, sent its pupils to Knowles School until 1918. A school house was then built with full basement and furnace, but indoor sanitary toilets were not arranged for. School was begun with the new year. The Eagle Valley S.D. No. 4254, organised at mid-summer, has the material for building on the ground, but the inclement weather prevented work being done until the spring. I hope it will provide basement furnace and indoor toilets. The Maymont S.D. No. 1555 and the Ruddell S.D. No. 1588 have erected buildings heated from a central room so as to have warmed sanitary toilets.

Forty-four of the districts have two or more acres of ground. I believe it is now time that all districts should secure this amount of land as fair opportunity has been given all to enlarge to this size. The schools are all fairly and many are well equipped. I find the school boards prepared, generally, to supply all necessary equipment for the school room. No new school should be allowed to instal non-adjustable seats and desks and in schools already equipped all additions and replacements should be under the same restrictions. The new school rooms are being properly lighted. When alterations are made improvement in lighting is one of the first things sought and in the older school houses great improvement in the coloring of the walls and ceiling is taking place. Cause for complaint as regards these is being rapidly removed.

The intense heat of the summer and the early cold of the autumn brought out the worst features of the badly planned, ill-cared-for outdoor toilets. These belong to the past. If they cannot be replaced by well-cared-for sanitary indoor toilets, some method of rendering them fairly comfortable should be devised. Today they are breeding places for present discomfort and future ill-health. I would urge that the bulletin upon this subject be made more emphatic and a copy be sent to every secretary-treasurer requesting the school board to have the matter discussed at the annual meeting. The sending should be timed so as to place it in the hands of the officials just before the meeting.

The school well is almost always a failure, yet it should not be necessary to carry water to the school from any distance. Cannot

our health authorities contrive some simple, cheap and effective system for filtering and storing rain water? Many rural schools have arranged to collect soft water for hand washing and scrubbing. It should be possible to purify it for drinking

The supply of teachers is still far below the demand. Many schools were late in beginning and even then were able to open only by the employment of untrained teachers in many cases. The local exchange secured a number of teachers. The Departmental Teachers' Exchange needs a local centre or clearing house to enable it effectively to aid inspectorates so far from headquarters. One hundred and twenty-nine different teachers have taught for longer or shorter periods in this inspectorate in the course of the year. Of these, seventy-seven remained during their entire term's service in the same school or department. Of the fifty-two who changed positions thirty-two changed at the midsummer vacation, when a change is least harmful, but the remaining twenty were not so careful. Fifteen of the one hundred and twenty-nine held First Class certificates; seventy-one held Second Class; twenty-nine, Third Class; twelve, provisional and two, sent in by a Winnipeg Exchange and assured of standing by it, failed to qualify and were dismissed. Of the Firsts, I classed two as excellent, eleven as good and two as fair. Of the Seconds, eleven were excellent, thirty-eight good and twenty-two fair. Of the Thirds, three were excellent, ten good, twelve fair and four poor. Two of the provisionally certificated teachers did good work, five fair and five poor.

The salaries of teachers in this field ranged from \$850 to \$1,800 the average being approximately \$1,025 per annum. A bad feature regarding salaries was the lack of proportion both as regards class of certificate and teaching power. Provisional teachers in some cases received higher pay than Firsts and Seconds and the average for Thirds was higher than for Seconds. The average salary for Firsts was \$1,100, for Seconds \$975, for Thirds \$995 and for Provisionals it was \$1,050. This discrepancy might be lessened if minimum salaries were fixed, say as follows: for Thirds, \$840; for Seconds not being principals, \$1,050; for Seconds being principals or for Firsts not being principals, \$1,260 and for Firsts being principals, \$1,470. Municipal school boards would control this matter also to a great extent.

As regards progress in the common school subjects, I found it good in literature, reading, spelling and drawing, fair in writing, composition and geography, but rather poor in history and civics. I shall make special efforts next season to bring the last two subjects up to standard. In the less general subjects much attention has been given to physical training with excellent results. A cadet corps is maintained in each of the public schools in North Battleford. In agriculture, the progress is disappointing. The majority of the rural ratepayers discourage giving time to this subject. Something is being done in household science in connection with the noon luncheon and a special three weeks' course was given in the North Battleford schools by a specialist from the Department. Very little attention is being given to manual training.

There are no large districts in this inspectorate. Little mention is made of consolidation. A few pupils are conveyed from unorganised territory but entirely at their parents' expense.

During the past four years, I have used a Ford car in my inspection work. Previously, it was necessary for me to remain away from home for a fortnight or three weeks at a time and though the schools could be inspected as rapidly, possibly even a little more rapidly, than at present it was demanding too much from the home. The opportunity for report writing was inconvenient and the use of the typewriter was prohibited unless one took a week to write up the material gathered during a three weeks' trip. If a school chanced to be closed, it meant a long drive later for this one school, often one could not get back and the school remained uninspected. Taking one year with another, the expense was about as great with a team as a car. One special advantage with the car is that an inspector can reach a district quickly when any condition out of the ordinary arises. Power to cover one's field thoroughly and to answer emergency calls, together with comfort, convenience and less worry over home matters, make the car the proper method of conveyance.

When the year is given entirely to inspection work, the city, town and village schools lying along the railways are inspected during the winter and late autumn months. As soon as the roads become passable, visits to rural districts are begun, those open during the year being taken first in the spring and just before the town schools in the autumn. As far as possible, all the schools are inspected once before June 30. School picnics are becoming quite common during the summer months and every endeavour is made to attend these so as to meet parents and ratepayers. During 1919, I planned a series of visits to school boards, sending out a schedule of dates, including the time of day, for each district. In this way, many boards were met. Though tentative this year, it proved so valuable that it will be a part of my regular programme in the future. Much benefit is likely to arise from these meetings.

The greater part of the first four months of the year was taken up by Normal School work at Saskatoon and convention and conference work at Regina. As a result only two departments were inspected before April 28. By steady work and not taking any time for holidays, all departments were inspected twice except a few. Six of these did not open until after midsummer and four were closed before I reached them the second time. There was one school, Hospital S.D. No. 3929, which opened after midsummer, which I did not inspect. It lies so near North Battleford that it was left till late in the season. When it was reached the teacher had taken ill the day previous and the school did not open again during the year. Of the one 104 departments on my list at the close of the year, three had not opened and one had been missed as explained, 91 were inspected twice and nine were inspected once.

During the year much work has been done in assisting to organise and in attending school fairs. A convention of the mem-

bers of the Trustees' and Teachers' Association of Northwestern Saskatchewan was held in North Battleford on October 16 and 17. One hundred and twenty-one members were present and a fine programme was successfully handled. A full report was sent to the Department. Dr. Ira MacKay from Saskatoon, the Misses Jean Browne and Isabel Shaw of the Education Department, Regina, and Mr. J. Huff of the Normal School, Regina, were present and added greatly to the interest and enthusiasm shown by those in attendance.

Besides my regular reports to the school boards in which yearly schools and regular attendance were steadily urged upon the boards much correspondence with boards and others was carried on. The dry weather of the past three seasons has discouraged school gardening but in spite of this attempts have been made by many schools and considerable success has attended the efforts of some. Meota S.D. No. 790, Ellastone S.D. No. 3552 and Battle River S.D. No. 585 deserve special commendation. The comparative failures in school gardening, as a result of climatic conditions, has resulted in one advantage, namely, that the school fairs have been led to emphasise other lines of effort which had been partly lost sight of and thus the fairs have become much more popular.

As a basis for future community and inspection work I have made, with the assistance of the teachers and pupils as well as school boards, a pretty full survey of the inspectorate. This was rendered possible by the policy of fixed boundaries. I hope to place the results of this survey in your hands at an early date. Getting full information from a few districts may cause some delay. I expect these results to be of considerable educational and historical value.

This year's inspection work has been the most satisfactory which I have so far conducted. The work in the Normal School delayed the starting of the inspections and the very inclement weather after October 8th made the closing of the work very uncomfortable and, moreover, slow. The weather was also responsible for my failure to reach a few schools the second time. Never has my work brought me in touch with so many trustees and ratepayers. Many conversations have been held with parents and opportunity has been seized to urge increased interest in educational matters. Never has the outlook been so promising except from one point and that is the supply of teachers and especially the supply of good teachers. Fortunately the increase in salaries and the unrest in educational matters are creating a demand for better teachers. More people are realising, too, that after all is said and done, the teacher makes the school. They are prepared, if really good teachers are secured, to pay them better and hamper them less. More are expected to reach the standard "excellent" and fewer to fall below the standard "good."

With the facts and figures of the survey tabulated and available for study and comparison it is hoped to extend the form of inspection carried out in this and previous years and to test other methods and activities which may assist in evolving schemes for

greater and more efficient effort. I claim this to be the best year educationally in this field but am determined to make the work of 1920 much more effective.

I have the honour to be, Sir,

Your obedient servant,

W. H. MAGEE.

WEYBURN, January 1, 1920.

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I beg leave to submit the following report on the Indian Head inspectorate for the year 1919.

Extent of Inspectorate.—The Indian Head inspectorate for 1919 was the same as for 1918 except that rural municipality No. 97 was substituted for rural municipality No. 96. The inspectorate comprised the six municipalities of Wellington, Fillmore, Montmartre, Francis, Indian Head and the two Qu'Appelles, respectively numbered 97, 126, 127, 156, 157 and 187. There were 98 school districts with 124 departments at the beginning of 1919. One school was organised and opened during the year, making ninety-nine school districts at the end of the year with 125 departments. Two districts, Dakota No. 1814, and Blackwood No. 241, have never built schools, the former because the few pupils now in the district attend school in Francis S.D. No. 777, by an arrangement between the two districts; the latter because there are now no pupils in the district.

School Attendance.—There has been a real improvement in attendance since the enactment in 1917 of The School Attendance Act. Owing to a rather widespread misunderstanding among the teachers as to the way in which percentages were to be calculated under the regulation adopted last year these percentages vary to an extent that makes them very unreliable. Taking, however, the enrolment and attendance as found at the date of inspection the following table shows an average of eighty per cent.—slightly higher than last year but much higher than any previous year.

Grades	Enrolled	Present
I.....	1,032	804
II.....	455	368
III.....	526	444
IV.....	421	346
V.....	388	326
VI.....	222	166
VII.....	154	129
VIII.....	111	85
Junior Form.....	54	45
Senior Form.....	10	8
Totals.....	3,370	2,721

Local Administration.—The present local administration of schools is not, of course, perfectly satisfactory but I do not see that the much-heralded municipal school board would be an improvement, inasmuch as the men with whom it is proposed to replace the present trustees are men of the same class with the same ideas and standards. The school boards on the whole are willing enough to keep the schools open as long as weather will permit in the fall, to pay fair salaries and to get the more obvious equipment required by the teachers. They are, however, rather apathetic on the subject of the grounds, the closets, the water supply, lighting and sanitation. The later schools have usually been built from the Waterbury or similar plans and provide for proper and sufficient lighting. The older schools have windows on opposite sides of the room with the resulting shadows and cross lights, very trying to the eyes of the pupils. The proportion of such schools is now fortunately only about one in ten. Most schools, old or new, have now the Waterbury heating and ventilating system or a similar one and these almost everywhere are giving satisfaction. Indian Head school has water closets in the basement, used winter and summer. Two rural schools have installed the Waterbury caustic closet for winter and summer use and have found it perfectly satisfactory. The vast majority have the outside closet for summer and winter use, only about ten schools having the sanitary closet and then only for the winter months. The outdoor closet is almost universal on the farms and it is hard to convince trustees that what is good enough at home is not good enough at school. Flies being regarded in the country as an inescapable infliction of an inscrutable providence, it is difficult to persuade trustees that the outdoor closet is a nuisance that can be abated. The water supply is also unsatisfactory everywhere. In many schools no provision whatever is made. In others, drinking water is supplied usually three times a week. In very few schools is there a supply of water for toilet purposes or for washing the school. That the pupils should want, or be compelled, to wash during the day has not entered the minds of most trustees. The schools almost universally are scrubbed but once a term and no arrangements are made for regular and vigorous sweeping and dusting with dust bane and O-Cedar oil respectively to keep down the dust and protect the sweeper's lungs and air passages. I do not foresee much improvement in any of these matters until there has been a vigorous propaganda for health and sanitation among the people of the country. In this connection I may add that enterprising teachers who wished to secure the services of one of the Department's nurses to test their pupils' physical fitness have encountered a certain sensitiveness regarding the possible revelation of family weaknesses, that required great tact to overcome. Trustees and people alike require much missionary work in matters pertaining to health and sanitation.

Teachers.—The inspectorate was fairly well supplied with qualified teachers during the year. The 154 teachers whom I visited were certificated as follows:

	First Class	Second Class	Third Class	Permits
Men.....	8	17	9	1
Women.....	9	64	45	1

Where one considers real, as against professional qualifications the picture is less rosy. I can but repeat substantially what I have said in previous reports. The scholarship of far too many teachers is so inaccurate that the wonder is how they obtained their academic standing. Their professional attainments are as poor as their academic. I do not find that first class certificates mean more real teaching power than third class or that those who have taken the ten months' or two years' course in other provinces are more skilful than the products of our own short courses. With the exception of a gifted few, teachers are all following a more or less lifeless routine, harking back to what their own teachers did. Not one lesson in a hundred exhibits a clear aim, or is based on conscious pedagogical principles. Either the style of teaching in the normal schools here and elsewhere, is insufficiently practical or young people at the age of our teachers are very weak in the power of abstract analysis and in the application of principles. They hear at normal school much about interest and attention, apperception or the use of the contents of the pupil's mind in presenting new work, of motivation or creating of an incentive for getting up the new work, and of right and wrong forms of questioning with a view to promoting the pupil's initiative and self-activity, but one fails to see that the principles laid down in Normal govern the presentation of their lessons. All that remains from Normal apparently, is the memory of certain catchy devices. I do not say that the teachers are shirks but they do not seem to know how to apply the principles that they have been taught should govern the presentation of a lesson where the aim is the development of power and initiative rather than parrotlike memorisation.

Progress of Pupils.—(a) *In common subjects.* The average intelligence of the pupils throughout the inspectorate is quite fair. Generally speaking too they are of bright and sunny dispositions. I have been able by means of intelligence tests to discover a certain number of subnormal and what is more gratifying a larger number of pupils of superior ability. This is a side of school work that is coming to the front in the States and should receive attention at our Normal schools. Promotion and grading at present are based on no very scientific principle. With the rapid changing of teachers and the tendency among teachers to be suspicious of their predecessors' work, pupils are on the whole retarded. Endeavouring as accurately as possible to average the amount of retardation throughout the inspectorate I would say it amounted to a year and a half for each pupil. Pupils who are required in the second term to go over what they did in the first term, because a new teacher is in the school lose interest and fail to make progress. Reading is in the great majority of schools little more than word naming. Now and then a girl reads with enthusiasm and

expression but most pupils, boys and girls alike, are slow, hesitant and monotonous. Arithmetic is not what it should be. It is a rare pupil who can both perform the mechanical work accurately and find the solution for a problem of ordinary difficulty without help. In measuring windows or blackboard where the measurements may be in inches, there are astonishingly few pupils who can get the area in square feet at once by converting the inches into feet and fractions of a foot, or, keeping the measurement in inches can symbolise the whole operation and by cancellation reduce the amount of mechanical work. Composition is not satisfactory. Oral expression is scarcely cultivated at all while written work is not done systematically or thoroughly enough.

(b) *Special subjects*—Physical training according to the Strathcona syllabus receives five or ten minutes a day in most schools but there is no systematic teaching of what is far more important, namely, games, nor much supervision of the playground. Household science except in Qu'Appelle and the few schools in which the hot lunch is given, is not taught. There are very few school gardens in my inspectorate and those that there are, are not very successful, dry weather and gophers being enemies too powerful. Even where the school exhibition is in vogue the tendency is for children to bring their exhibits from their own plot in the home garden. Manual training other than the paper folding and construction work in the primary grades of all schools is not taught. Agriculture except as an option in Grade VIII is not taught or not taught practically. Teachers on this subject make insufficient use of what pupils know of the subject from home operations. Nature study when taught takes too prosy and too practical a turn. The development of the powers of observation I take to be the true aim of nature study, the ability to see "the beauty and the wonder and the power, the shows of things, their colours, lights and shades, changes, surprises," but this purpose is too often lost in the humdrum dull way in which nature study is generally taught.

Progress of Pupils.—(a) *In common subjects.* The average dated districts in the inspectorate. Dakota school district No. 1814 has an arrangement with Francis S.D. No. 777 but the two districts are not formally consolidated. There is a good deal of vague handling of the consolidation idea. People start the subject in a district and cause much unrest and dissatisfaction with actual conditions without facing the inherent difficulties due to our climate and to our sparse and scattered population. There should be no premature forcing of this issue. A long preliminary discussion of the subject should precede action. Consolidation will no doubt mean better attendance. It ought to mean better teaching, if you could be sure that you had not merely two or more illtrained teachers instead of one. But whatever the teaching and attendance may be, consolidation in the majority of cases is scarcely consummated before it is discovered that the conveyance is not as comfortable as was promised, nor the teaching so much better, while the cost is always greater. It seems to me that there is some force in the argument of the opponents of the scheme, namely that the children are too long in the rigs, that the rigs are not always comfortable, that the conduct of the children is not improved by the lack of

supervision in the rigs, and that the presence of an educated refined young woman in each four or five miles square is a good thing for the community, especially if the young woman has any gifts for social usefulness. With well educated, properly trained and zealous teachers able and eager to make the school an intellectual hot-point the difference between the one teacher school and the consolidated school of two or three teachers would seem to me to be difference between tweedledum and tweedledee.

Work as Inspector.—From the time I set out in the spring until October I used a car in getting about the country. The unseasonably early winter necessitated my changing to horse and rig or train much earlier than usual. In using a car there are advantages even though one does go home every night. One is much surer of reaching the afternoon school on time and can more easily find time to see the secretary or chairman of the school board. The chief difficulties encountered in my work are the annual road grading which made heavy or impassable stretches of road and the neglect on the part of secretaries to notify me of the closing of schools for holidays, a negligence which resulted in many fruitless visits.

The first four months of the year I spent in Normal school work in Regina in connection with first and second class work. Three weeks in July were occupied with examination work at Regina as a member of the consulting committee. I visited 98 schools, 124 departments, once. One school only, Candiac No. 4247, organised late in the year after I had been in that neighbourhood, was not visited. Fifty schools, 60 departments, were visited a second time and one school, four departments, a third time. In addition to the work already mentioned I set four papers for the Departmental examinations and read some fifty papers on different subjects on appeal. I endeavour to see the secretary, who is usually a trustee, of every school district I visit. My plan is to take my territory by municipalities and, before leaving, to have a meeting of teachers in the local centre on a Saturday for a sort of miniature institute discussing practical school topics. I endeavour at these meetings in addition to organise a teachers' association for the municipality. A very successful association was organised in the Indian Head municipality, which has met every month since, alternately at Sintaluta and Indian Head and has had some very vital and profitable discussions of school methods. I intend to complete this organisation for all the municipalities in the coming year. I had a very successful organisation meeting for school exhibition purposes in Francis on December 13, at which Mr. F. W. Bates was present. The municipal council at my request made a grant of \$100 to the cause and the reeve and councillors and trustees and teachers from eighteen of the twenty-four districts in the municipality were present. The central Saskatchewan Teachers' Association held a very profitable convention at Qu'Appelle on October 2 and 3 including an exhibition of garden and class room work.

How the work of Inspection might be made more effective.—Effective inspectoral work depends it seems to me on three factors: (1) the extent of our territory (2) freedom from financial anxiety and

(3) our own mental and professional equipment for our work. Our work should become more supervisory rather than inspectoral and to become so in a greater degree we should be able to spend all day in a school and revisit all schools once and some twice or three times in the year. The size of our territories though being reduced is still too large for proper supervision. Finally, and most important of all, the work of inspection might be immensely improved if the government would either let us away in detachments to take psychological courses in Columbia, Chicago or Leland Stanford Universities, or bring into Saskatchewan a couple of men well trained in the Binet-Simon intelligence tests and give the inspectors a one or two months' course. The intelligence tests and the standard tests in different subjects are, taken together, the two greatest educational achievements of the last fifty years and the training of inspectors to give these tests and to suggest the remedy for retarded pupils, and the proper courses for accelerates, as those of superior intelligence are termed, would make the work of inspection more definite, add to its prestige, and result in untold benefit to the schools. There are born, we are told, about as many children of superior as of inferior ability, but while we have some idea of when there is a lack of intelligence we are very slow to recognise superior ability. Only one in ten of possible geniuses is detected and helped to develop his talent. The detection of the other nine and their development, for some genius will not out without help, would probably revolutionise the departments of life in which these superior people would work, not to speak of the more modest achievement of making the best of the defectives. I trust the department will at some near date consider the suggestion of giving its inspectors the opportunity for the psychological training I have mentioned.

I have the honour to be, Sir,

Your obedient servant,

J. MARSHALL.

WADENA, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit for your consideration the following report of my work as inspector of schools in the Wadena district for the year 1919.

The inspectorate for 1919 consisted of the following rural municipalities: Nos. 305, 335, 336, 337, 338, 366, 367, 368 and 398, and included the towns of Wadena and Watson, and the incorporated villages of Quill Lake, Kuroki, Margo and Invermay.

There were 112 school districts at the beginning of the year. During the year two schools were put in operation for the first time, one new district organised and three departments added. Willow Glen S.D. No. 2435 was the only school kept closed on account of an insufficient number of children and they were sent to adjacent schools.

Bateston S.D. No. 3350, not having any building, arranged for the conveyance of the children to Kelvington S.D. No. 1683, but this did not prove altogether satisfactory as the van did not continue its trips throughout the whole year.

The attendance at the schools was exceptionally good. In a few cases The School Attendance Act served as a stimulus where parents did not realise the importance of allowing their children to attend. There was a decided increase in the number of pupils in attendance who were beyond the compulsory school age.

School boards were generally willing to pay any reasonable salaries that their schools might be kept in operation. The supply of teachers was sufficient to put all schools in operation. Some untrained teachers were employed for short terms. These were carefully selected and special attention was given to the direction and supervision of their work, with fairly satisfactory results.

A school convention was held at Wadena on October 9 and 10. Besides the day sessions, two well-attended evening sessions were held. Appropriate and interesting addresses were given by Mr. R. F. Blacklock, Registrar of the Department of Education, Mr. A. M. McDermott Supervisor of Extension Work in School Agriculture, and Miss Willoughby of the School Hygiene staff.

A non-competitive exhibit of the work of the different schools was held, simultaneously with the convention. Specimens of woodwork, nature study, penmanship, and art were very creditable. Kelvingside S.D. No. 3537 (Miss Norma Massey, teacher), held a very successful school fair which was a centre of interest for the whole community. Prizes were awarded and a general fête day was observed.

The hot lunch is now installed in a large number of the schools. Many of the children walk three miles morning and evening, and in some extreme cases, five and even six miles to attend school. In such cases the warm dinner is imperative and adds greatly to the efficiency of the pupils.

I assisted in Normal School work in Moose Jaw during the months of January, February and part of March.

I have given educational addresses at various gatherings and availed myself of every opportunity of keeping in touch with the people of the inspectorate, to promote and maintain their interest in the cause of education.

I have the honour to be, Sir,

Your obedient servant,

N. L. MASSEY.

SHAUNAVON, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit for your consideration the following report on the Shaunavon inspectorate for the year 1919.

This territory, now shrunk to half its former size, covers rural municipalities 49, 76, 77, 78, 108, 18 and 19 and local improvement districts 17, 47 and 48. These last are mainly ranching country traversed by the canyonlike trench of the Whitemud river. A bare half dozen schools lie within their borders.

At the beginning of 1919 there were 83 school districts providing 99 departments and eight new districts were erected during the course of the year. Six of these, however, have failed to build, owing to the severe weather in October or because of delay in organisation. Of the other two, Beauchamp S.D. No. 414 has opened with a good building equipped with inside toilets, and Riverburn S.D. No. 4209 has commenced school in temporary premises. Three districts held no school but sent their children to neighbouring districts, Powermine S.D. No. 2551 conveying them to Shaunavon, Marne S.D. No. 4043, to White Water and Voll S.D. No. 2934 arranging with surrounding schools but not providing conveyance. Two of these districts possess school buildings but Marne, with ten children, has not yet built.

The attendance of the children in the 101 departments now available is an encouraging indication of the change being brought about by the administration of The School Attendance Act. Figures based upon the attendance in 70 schools prior to the date of inspection give a percentage of well over 80 and confirm the opinion noted in my report for 1918 as to the beneficial working of the Act.

The following analysis of the population is based upon the parentage of the school children and is therefore only a rude approximation:

American.....	one-half
Canadian (other than French Canadian) less than....	one-third
French or French Canadian.....	one-tenth
British.....	one-tenth

The American element which is so pronounced over the larger part of the area and particularly in the southern half, is largely of Scandinavian origin. In fact Norwegian and Swedish Americans in the proportion of three of the former to the one of the latter, appear to make up one-quarter of the total population. French and French-Canadians are gathered mainly around Ponteix in the eastern part of the inspectorate; a number of Belgians are associated with a smaller group of French settlers in the west, south of Dollard; and there is a small colony of Finns in Nummola School District, south-west of Shaunavon.

No just estimate can be formed of the progress of education in this area without keeping in mind the illfortune which has brought farming almost to the verge of disaster. For three, and in some cases four years, many farmers have failed to recover from their fields

sufficient grain for the next seeding. At the present time there is scarcely any feed to be found even after the strawpiles of 1915 have been carefully sifted. Cattle and horses are being shot or left to die, or at best are sold for a song, and the distributors of relief, food and clothing meet with many distressing cases of want and even starvation. It is not difficult to imagine the dismay with which these homesteaders look forward to the coming spring without seed for their fields or feed for their workhorses, and it can be no matter for surprise that the gloomy outlook has depressed all forms of public activity.

In spite of this there are signs of a growing desire to keep the schools open for a longer term. It is true that most of the rural schools opened in April and May, but this was mainly because of delay in obtaining teachers, and also in part to difficulties in the mail service. In most cases it had been the intention of the trustees to open in March. Earlier than this is not as a rule thought feasible owing to the severity of the weather.

One cannot resist the feeling that local administration by districts in this inspectorate is frequently faulty. There are, of course, many trustees who are actuated by disinterested motives and their work deserves the highest praise. But in too many districts and especially so towards the south, community life is sacrificed to a factious litigious spirit. Private quarrels, however remote from school in their origin, tend to find vent at this storm-centre; the school becomes the battleground of the district and unfortunately whichever side wins the children lose. Even apart from those more extreme cases where a district is divided against itself, there are other instances where it is clear that trustees are only too susceptible and teachers too exposed to local pressure and intrigue.

Buildings and Equipment.—About one-quarter of the school buildings were found in a neglected and dilapidated condition, nearly the same number of districts have provided no stable, one-half have grounds which have remained untouched since the fire guard was ploughed and three-fourths have no fence. The newer buildings are distinguished by their correct lighting and improved heating system. Two-thirds of the schools are free from cross-lighting, and fifty-three have jacketed stoves, practically all of the Waterbury type. Some buildings deteriorate at an astonishing rate, particularly where there is no fence. One school with so recent a number as 4079 already requires repainting and wears a look of premature old age.

In view of the straitened circumstances of the ratepayers it was felt to be at once futile and impolitic to press for any expensive improvements and attention was concentrated upon sanitary conditions; privies, water supply and cleaning. One had to keep in mind not merely expense but also the difficulty in remote districts of getting labour and even materials for repairs such as, for example, window glass. I have therefore followed the fixed rule of recommending only such appointments as require a minimum of care and attendance from outside, and are as nearly as possible foolproof and incapable of getting out of repair.

By far the most unsatisfactory feature is the appointment and care of closets. Even in the newer schools their construction is almost invariably in such marked contrast with the school building as to suggest

that if they appear on the plans submitted to the department those plans are seldom adhered to by the builder. The fault is not so much that they are nearly always outside closets of the earth-pit kind for even such a closet well-kept is better than an untended indoor toilet. But they are seldom lighted and ventilated, never scrubbed out, and never by any chance protected from flies. In forty-six schools the closets were recorded as "poor" or "bad" while only four rural schools have urinals for the boys. In many cases the earth-pits have not been dug. During 1918 I enclosed a copy of "Recommendations Concerning School Toilets" in every report sent to trustees, and made special mention of the danger of infection from flies. The results were very discouraging and during the past year I have relied more upon personal interviews with trustees. The root of the evil is that conditions at home are even worse than at school. Wherever one goes, in town or country, farmhouse or hotel, the average closet (there are exceptions, of course) can only be described as an object of horror, and as long as this is so it will be a struggle to break down the indifference and passive resistance so often shown. The newer kinds of toilet are apt to be either unworkable or so costly as to be prohibitive, at least in this countryside. Two districts near Shaunavon will serve as illustrations. In the one an expensive closet of the new chemical type installed last spring was already out of order a few months after school had opened. In the other the trustees put in removable pans but were unable to find anyone to empty them. After the Chairman had finally been obliged to do this himself, rising at four o'clock to journey to the school, then hurrying back for his day's work, the pans were put aside for the older earth-pit. The problem is how to make the best of this simplest type of closet. It is the type which has possession of the field both in the schools and in the homes, and if the school can show the home that even this primitive form can be kept in a state of comparative decency, teachers will not have laboured in vain.

Judging from the number of schools in which flies are a pest, it would seem well if all our teachers were made acquainted with some such book as "House Flies and How They Spread Disease" by Dr. Hewitt, Dominion Entomologist.

The supply of water is always a difficult problem and has been unusually so during the past rainless summer which exhausted wells and sloughs which had never before been known to go dry. The underground tank fed by rain water from the roof is useless here where rainfall is so scanty. Two schools south of East End, Dunkeely S.D. No. 2980 and Eastbrook S.D. No. 2925, have made the experiment of building, just outside the school wall, an underground cement cistern which communicates with a pump placed inside the anteroom. The cisterns hold about eight barrels and are filled from neighbouring wells. As a receptacle for holding drinking water the porcelain crock with a serviceable faucet is much preferable to the more expensive drinking fountain. The drinking fountain is found usually out of order and is not easily mended. I have known a plumber fail to make the necessary repairs. The water cooler on the other hand meets the requirements laid down above. It is inexpensive, can scarcely get out of order and needs no attention which cannot be given by teacher or pupils. Better

still, it provides a training in the use of individual cups and this strikes a much-needed blow at the farmhouse family dipper.

In thirty-eight schools the desks were loose or in some other respect unsatisfactory. Adjustable desks were found in only seven districts, and even some of these were not free from serious defects. It is not generally recognised that among many faults in the so-called non-adjustable desks not the least is the very fact that it is adjustable, and that in the only way in which it should not be, namely in the horizontal distance between desk and seat. This is a fault which is shared by some of the newer adjustable desks but it is not found in the desks of fifty years ago. It is due to the remarkable fact that instead of a desk and its seat forming a unit, the unit of construction is a desk plus the seat of another desk, surely one of the strangest innovations ever made in school equipment. It is in order to render this adjustment immobile that the Department requires desks to be fastened to the floor or to strips of wood. This regulation is one of the least observed because it is so seldom understood even by teachers and one of the advantages I have found in personal visits to trustees has been the opportunity thus gained of pointing out the purpose of the regulation. Even when trustees have endeavoured to meet the requirement, the correct overlap of desk-top over seat is seldom found. In some cases desks are grouped upon short wooden strips leaving a wrong adjustment between a desk or seat in one group and the corresponding seat or desk in another group, in front or behind. An inspector feels that he can make little headway against the evil, knowing that even if the desks are properly adjusted after his visit they will probably be wrong again after the next dance held in the school room. One wishes that it were possible to place an injunction upon school furnishing houses issuing such desks. There are hundreds of thousands of them in Canadian schools and they are so expensive, costing, it is said, fifty per cent. of the total equipment, that when once they have been bought it is practically impossible to get them changed. I wish to emphasise the fact that the strictures just urged apply to all desks, whether double or single, non-adjustable or adjustable, where the desk and its *own* seat do not form a unit. The worst instance of faulty seating in this inspectorate was found, I regret to say, in a new school equipped with new adjustable desks and under the charge of a teacher holding a Second Class (temporary) certificate. The standards of the desks were wider apart than those of the seats and the screwing down to strips of wood had been carelessly done. Many were lopsided, the adjustments being most haphazard. Although there were 19 desks for 11 children the latter were invariably seated in those desks which had the worst list to starboard.

Teachers.—The following table gives an analysis of the teachers in this inspectorate according to the certificate held:

First Class.....	15%
Second Class.....	24%
Third Class.....	26%
Provisional.....	32%

As has already been pointed out, the difficulty of obtaining teachers is due not only to the prevailing shortage but also the long delays caused by correspondence. In the case of outlying school districts a reply by

mail frequently takes twelve or more days. Triangular correspondence between Regina, trustees and inspector often takes up nearly twice that time.

The "permit" teacher remains very largely master of the situation in this part of Saskatchewan. Usually she has local influence and not only does she occupy a post which ought to belong to a trained teacher, but she frequently introduces a friend or relative to neighbouring trustees. A teacher holding a first class certificate is as likely as not to receive a lower salary than the majority of these teachers with provisional certificates. A particularly obnoxious type of "permit" teacher does not scruple to promote undeserving pupils just before leaving the district, with the result of making matters difficult for her successor. In most of the cases of inquiry which had to be made into complaints and petitions brought by ratepayers against teachers, it was found that the teacher in question was trained, while her predecessor, with whom she was unfavourably contrasted, held no other qualification than that of popularity.

It is a refreshing experience to meet with a teacher who has a sincere enthusiasm for some single branch of instruction. This is a virtue which enables one to condone many faults, and moreover the special interest tends to spread to other subjects and to raise the general level of the teaching. This general standard would be much higher than it is if teachers could be induced to spend more time in preparation and in enlarging their range of reading. The Teachers' Reading Course, which cannot but produce beneficial results, suggests that something more might be done in this direction through the establishment of a pedagogical lending library at one or two central points in an inspectorate.

As in 1918, so again during the past year, I found that the average amount of retardation is about two years, that nearly three quarters of the pupils are in the four lowest grades, and that the number of those who reach grades VII and VIII is disappointingly small.

The suggestion which has been made by Inspector Marshall that promotion and grading might be based upon the results of psychological tests is one which is well worth investigation by the inspectorial body as a whole. The Binet-Simon and Otis scales, however, measure only native intelligence while mental attainments and physical maturity would also seem to be factors claiming consideration in a method of grading, and for this as well as for other reasons I think that the investigation should also include the question of introducing standardised tests for measuring the results of teaching.

Subjects of Instruction.—Of the common subjects of instruction, handwriting is perhaps the best taught. Few teachers are without some knowledge of the large arm exercises, although many show a lack of plan in their use, and some have withheld them from the younger pupils because they saw no immediate good results. Fatigue is a matter of unusual consequence in writing and there are two sources of fatigue involved in the adoption of slant methods which deserve more consideration than appears to have been given them. These are the crossing of the ulna and radius in the movement of pronation, and the eyestrain resulting from the angular position of the writing paper.

In arithmetic it is probably the case that there is too much written work and that more oral exercises and instruction would bring more rapid progress. Written work is nevertheless indispensable and should be looked upon as an important form of composition,—composition which is frequently overlooked in shorthand, it is true, but the main thing is that the pupils should recognize the shorthand as such and be able to expand it at will into intelligible English. How seldom does one hear a lesson free from such jargon as “Divide nine into 288,” and how often does one find a child, familiar with the terms “quotient,” “dividend” and so on, who at the end of a division sum cannot tell us what has happened in some such simple words is “I have found out that if 288 is parted into nine shares, each share will be 32.”

In some of the rural schools very little work is done outside the three R's by teachers who reason that time diverted to other matters is necessarily lost to these more essential subjects, forgetting that the pupils are thereby starved in thought material and imagery indispensable for the successful teaching of literature and composition. Nature study, history and geography all suffer in this way, as also for the additional reason that the preparation involved in teaching them is more than some teachers are willing to give.

Much might be achieved if the excellent notes given in the first few pages of the Course of Study were expanded, if not to the extent of the bulky volumes of 600 pages or more issued in some parts of the United States, at least to something approaching the 100 and odd pages of the “Suggestions for the Consideration of Teachers” sent out by the English Board of Education. Such a booklet, containing as it should guidance for further reading, would promote a livelier interest in the subjects of instruction and a new breadth of view and treatment.

If history is to cease to be a subject in which the pupil plays the part merely of a listener and reproducer, teachers should be encouraged to employ at least a modified form of the “source method” involving the use of contemporary documents, illustrations and other monuments of history together with problems and exercises based on these. The present text-books would in that case need to be supplemented if not replaced, by such works as the volume on Canada in Bell's History Source Books or Keatings and Fraser's History of England where the documents and problems occupy more than half the text.

The focus of geographical teaching should be the meaning and use of the orographical map, yet not one of the map cases forced upon the attention of trustees by school-furnishing firms contains a single map of this kind. Only two series of orographical maps appear to be on sale in Canada, and the publishers complain that there is no market for them. A decent map of Saskatchewan is unprocurable. The nearest approach to such is not the map usually sold but the homestead map which can be obtained free from Ottawa.

Drawing in the schools is characterised by a frequent lack of continuity and progression through the grades. This is especially true of the teaching of colour theory. In the authorised text-books is provided an excellent course, the value and correct use of which are not often appreciated. I have tried to bring to the notice of teachers the

new series of Industrial Art Textbooks published by the Prang Company and I was pleased to find these in possession of one teacher who had recently passed through Normal School.

In less than half of the schools was physical training taken systematically and over one quarter of them had no copy of the authorised text. This is perhaps the only subject in which strict adherence to the text should be enforced. The sequence of exercises laid down is of such vital importance that it ought to be considered a matter of principle not to tamper with the tables except in accordance with the important chapter on "Order and Progression."

Large Districts.—The only large district in the inspectorate is Aneroid S.D. No. 2704, covering fifty square miles. Since its formation in 1913 it has been operated with much success, although the heavy cost of conveyance is occasionally the object of criticism. The brick building, substantial and well-equipped, provides four departments in the charge of one first-class and three second-class certificated teachers. In December the enrolment was 120 pupils classified below:

Grade	I	II	III	IV	V	VI	VII	VIII	Junior Form	Total
Pupils...	22	17	12	17	21	..	13	8	10	120

It will be seen from this table that instead of one-half, less than one-third of the pupils are in the two lowest grades, and fifty-seven per cent. instead of seventy-five per cent. are in the first four grades. The average attendance from January to December was ninety-two per cent. in three upper rooms and 80 per cent. in the primary department. Thirty-five of the pupils, a smaller proportion than in previous years, were conveyed to the school from outside. Five routes were in use, the conveyances being Ford cars and covered vans on wheels or sleighs according to the season. On the whole it may be said that the experiment has been very successful.

Work of Inspection.—During the year seventy-seven school departments were inspected once and fourteen were inspected twice. One school was omitted, two attempts to reach it having failed, one through the motor of my car having burst and the other because of a blizzard. All the school districts were visited with this exception and two other districts which have only recently been erected. Twenty-one districts were visited more than once and some of these many times. The total distance travelled was nearly 6,000 miles. The Ford car was found to be indispensable. No horse conveyance could have covered the distances in the time at disposal, to say nothing of the extreme scarcity of feed and water. Besides the work of inspection proper my time has been occupied in the following duties: supervision of the Vidora inspectorate for the first half of the year; special inquiries into matters of dispute, especially in the southern part of the area; duties as official trustee of one district during the last three months of the year; essay marking; work in connection with school exhibitions and teachers'

conventions, formation of boys' and girls' clubs; reports and correspondence.

I have endeavoured to meet the secretary or the chairman of every school district in the hope that a personal interview would be better than a written report. In most districts I succeeded in doing this and in many cases I have reason to think that my hope was well-founded. At the same time it entailed utilising the noon hour to the utmost and was in other ways a heavy strain. I found it impossible to continue to do this for five days in the week and then cope with the burden of writing reports at the week-end.

Early in the year a Rural Education Association was formed in close connection with the Shaunavon Agricultural Society and a central committee was appointed for the organisation of young people's clubs. Plans were laid for holding the agricultural fair, young people's club fair, school exhibition and teachers' convention all in the same week. I cannot say that the young people's clubs were successful. Their formation took up a disproportionate amount of time—in one single case necessitating eight visits to a school district, including attendance at two meetings. Diminishing hopes of a crop led to the abandonment of the agricultural fair, but the remainder of the programme was carried out in late August. Inspector Rowan kindly co-operated with me in the school exhibition and in the joint convention of the teachers of the Vidora and Shaunavon inspectorates, which included a small exhibition of educational books and orographical maps. Both at the school and during the convention invaluable assistance was given by Mr. F. W. Bates and Miss Jean E. Browne. Later in the year an exhibition of school work and of the work of boys' and girls' clubs was held at Admiral under the auspices of the Wise Creek Agricultural Society. An attempt has been made during the winter to form a Home Reading Circle in Shaunavon, but the prevailing sense of gloom seeks relief in less arduous recreations.

I have the honour to be, Sir,

Your obedient servant,

J. J. MAXWELL.

CANORA, January 1, 1920.

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit for your consideration the following report of my work as inspector of schools during the year 1919.

The boundaries of the Canora inspectorate were altered since my last report and now contain municipalities Nos. 273, 274, 271, 303 and 304.

During the year eighty-four schools were in operation employing 108 teachers. Two new districts were added. Forty-one were inspected once only and thirty-one were inspected twice.

Five districts were found to have unsatisfactory school houses, sixty-three had no stables, seventy-five had unsatisfactory toilets and eleven had inadequate blackboard accommodation. In nine schools the seating was not hygienic, in sixty-three drinking water was lacking, ten schools had no library record and two had no record of readers.

School Attendance.—There is a marked improvement in the attendance of pupils since the enforcement of the new attendance law but no perceptible difference was noted in those schools in charge of the most capable teachers. There was a tendency on the part of several ratepayers to retaliate when teachers did their duty in reporting delinquents. In some cases communications were sent to the Department very hostile to the teachers. On investigation I found every letter to be false and libellous, conceived in spite because the teacher had reported the non-attendance of the writer's children.

Local School Administration.—I regret to report very little improvement in local school administration. While thoroughly believing in co-operation and meeting the trustees as often as possible to advise with them, I find they show too much indifference to The School Act and to the duties of trustees in their relations with teachers, school and pupils.

Teachers.—Our supply of qualified teachers has been better this year. In securing teachers our trustees have had the assistance of the Departmental Teachers' Exchange, whence we have obtained some very good teachers. There were thirteen permits issued. Forty-one teachers held third-class certificates, forty-three held second-class and ten first-class. Seven were graduates. From the standpoint of academic fitness our teachers surpassed those of all former years. The same may safely be said concerning their pedagogical fitness.

As to salaries only a few were amply compensated. The average salary was less than that of a billiard marker or of a barber. A teacher, whose education has entailed considerable expense, should receive as much compensation as a good mechanic at least.

Progress.—I am pleased to report a little progress in the three "R's," but in agriculture, manual training and school gardening there is room for considerable improvement.

Consolidated Districts.—There are no consolidated schools in the inspectorate.

Work as inspector.—I travel in a car, which is the most up-to-date means of getting from place to place. When I reach the outskirts of civilisation where the trails are impossible, I hire a farmer to drive me or walk to and from the school, being somewhat of a pedestrian.

From January 1, till March 15, I was in charge of the Third Class Normal session at Yorkton, where forty-eight teachers were in training.

During the year a new High School was established by the Minister at Kamsack and every effort is being made by the people of Canora to organise a rural High School.

Our sixth annual teachers' convention was held at Kamsack on September 25 and 26. Dr. Weir and Miss Jean Browne rendered valuable assistance. There were 110 in attendance. The organisation of our school fairs is interfered with by annual alterations of inspectorial boundaries.

In conclusion I think it only fair to the teachers to say that a large proportion of them this year are endowed with natural teaching ability. Not so many of them seem to despise the teaching profession as unworthy of their powers and ambitions. Quite a few of them take the problem seriously and give all their thought and energy to the performance of their duties and make efficiency the aim of the school, seeking to develop in each pupil the capacity for happy and useful service.

In this inspectorate we require teachers with special fitness to teach non-English pupils. The agencies should never lose sight of this fact in sending teachers to us.

I have the honour to be, Sir,

Your obedient servant,

ARTHUR L. MERRILL.

REGINA, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I beg to present my annual report on the schools in the Regina inspectorate for the year 1919.

This inspectorate consists of the following municipalities: Edenvold No. 158, Sherwood No. 159, Lumsden No. 189 and the city of Regina.

The number of districts in the inspectorate on January 1, 1919, was fifty-three. Of these forty-five were schools of one department and eight were schools of more than one department. The total number of departments was 187, of which 143 were in schools of more than one department. Only one school district, Herchmer S.D. No. 131, is not in operation, an arrangement having been made to send the pupils to Regina schools.

School attendance in this inspectorate is very good and The School Attendance Act is working well. I believe the attendance has improved considerably since the enforcement of the Act. In Regina there is a good truant officer and children not at school are closely looked after.

The supply of teachers in this inspectorate is adequate. No difficulty is experienced in getting qualified teachers. Salaries have increased considerably the last few years and rural school trustees have responded to changed conditions much better than those in towns and cities.

Local school administration is on the whole satisfactory. In this inspectorate a number of new school houses should be erected and it is somewhat difficult to induce some boards of trustees to deal with this matter. In two districts this year, modern schools have been built and I hope other districts will soon follow their example. In many districts there is a desire on the part of the trustees to keep their schools open as long as possible, and to keep them open in winter months rather than in summer. I always encourage them to do so for the pupils make better progress if the schools are kept open in winter. Those which close in winter frequently experience difficulty in having their schools open the required number of days. The difficulties in the way of a longer school year are principally (i) the severity of our winter, (ii) distance from school of many of the pupils and (iii) poor school buildings which are often very cold.

Most school boards have a good attitude towards improving equipment and recommendations to them in this respect are generally acted on. It is more difficult, I find, to get trustees to improve their school grounds. When the grounds are rough and require levelling I recommend that they break up half the first year and when this is fit for a play ground break up the remainder. The newer schools are as a rule well lighted, heated and ventilated and are provided with sanitary closets, but the old buildings are poorly lighted and some of them poorly heated and ventilated. The water supply in many of the districts in this inspectorate is a big problem and the trustees are doing their best to solve it. I recommend to the trustees, to try to get some person to bring a supply each day and to have a water cooler to

put it in, from which it may be drawn by a tap, and that each pupil have a cup of his own.

The work done in the common subjects, reading, arithmetic, writing, etc., is on the whole satisfactory. The value of a school will always depend on the efficiency of the teacher. Our Saskatchewan-trained teachers, it always seems to me, do the best work and our Normal schools are to be commended for the training they are giving their students. Agriculture is little taught in the schools, except when taught to Grade VIII for the purposes of examination. Manual training is not taken up to any extent in rural, village and town schools. In Regina the six larger schools have well equipped manual training rooms. Three instructors devote all their time to this work, each having charge of two schools. Rural school gardens during the last few years have not been very successful owing to the dry conditions prevailing.

The noon lunch has been instituted in a number of rural schools. In addition to providing the pupils with a hot meal at noon, this tends to broaden and refine the social side of rural school life.

The physical training in some schools is very good. The teachers who have graduated of late years from our Normal Schools do satisfactory work, as a rule, but teachers from other provinces, except Nova Scotia, are somewhat indifferent to this work.

There are no large districts in the Regina inspectorate. An attempt was made a year ago to organise one but it was unsuccessful.

In my work of inspection I use as a means of conveyance a Ford car. During the last two seasons it has proved to be a good mode of travel. The roads have been good, except in the late fall and with a car much more ground can be covered than by any other means. For nearly five weeks this fall I never missed a day, generally inspecting two schools a day and travelling long distances over rough hilly roads. The car enables the inspector to find suitable quarters to put up for the night and not to be dependent on school districts for accommodation.

System of Inspection.—In summer I make Regina Beach in the northern part of my inspectorate my headquarters. In the Assiniboia inspectorate where I was during the month of September I found it advantageous to inspect the schools in the neighbourhood of one town and then move to another. I endeavoured to make my long drives on Saturdays. The only difficulty I met with was the absence of the teacher at school exhibitions of which I had not been notified, and in one case I found a school closed in preparation for a school exhibition. It appeared to me that some teachers made school exhibitions the means of getting a holiday. The regulations respecting attendance at school exhibitions are somewhat wide and it seems to me only those teachers participating, that is, whose pupils are exhibiting work, should be given the privilege of having those days off.

From January 1 until May 1 I was engaged in Normal School work at Regina. During May and June I inspected the rural schools in my inspectorate. In July I was engaged in Departmental examination work at Regina and then took my holidays. When these were

If our pupils in the schools are not well taught in arithmetic, reading, writing, etc., the tools they are to work with, their elementary education has been wrongly directed.

I have the honour to be, Sir,

Your obedient servant,

NORMAN MACMURCHY.

ROSETOWN, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit for your consideration my report on the Rosetown inspectorate for the year 1919.

The inspectorate contains the following rural municipalities: Nos. 286, 287, 288, 315, 316, 317 and 318 and at the beginning of the year there were 89 school districts with 104 departments. Two new districts were erected during the year and one new department was opened. The two new districts had no schools in operation, two conveyed the children to neighbouring districts, one was closed for lack of children and one at the time of my visit had no teacher.

The School Attendance Act was looked upon with favour by most boards of trustees, and the teacher was well supported in his efforts to secure regular attendance. The following schedule will show the enrolment, the attendance and the percentage of attendance of schools on the day of my visit for the years 1918 and 1919 and increase per cent.

Grade	Enrolled	Present	Percentage for 1919	Percentage for 1918	Percentage Increase
I	675	556	82.37	73.37	9.
II	258	217	84.1	77.31	6.79
III	260	212	81.54	79.1	2.44
IV	309	235	76.05	75.53	.52
V	234	197	75.63	70.85	4.78
VI	131	93	70.99	51.59	19.4
VII	86	52	60.46	52.17	8.29
VIII	155	119	76.77	45.76	31.01
Junior	64	48	75.	67.24	7.76
Middle	6	6	100.	100.	
Senior	3	3	100.	100.	

The percentage of attendance at the time of my visit was 81.35 from Grades 1 to IV inclusive, 73.02 from Grades V to VIII inclusive and 78.08 in the Junior, Middle and Senior Forms. Of the High School students 27.39 are enrolled in the rural schools.

Although this has been the third year of poor crops in this part of the province, I am pleased to inform you that the trustees of the various schools have done for the advancement of the educational interests of their children all that finances would permit. The schools have been renovated or remodelled, single adjustable desks have been purchased, the grounds have been ploughed, trees have been planted,

sanitation along all lines has been better attended to, better salaries have been paid and better accommodation has been given to the teacher, and the children have been favoured with hot noon-day luncheon and play ground equipment. Yet, all that is being done for the children is not enough, for you will notice that they leave school in large numbers when the compulsory attendance law can no longer keep them there. We must devise some means to keep control of all youths until they are intelligently placed in business or industry.

Of the teachers engaged, sixteen had First Class, fifty-six Second Class, twenty-three Third Class and six provisional certificates. Sixty-one of these had received their training in Saskatchewan, fifteen in Ontario, five in New Brunswick, two in Nova Scotia, two in Great Britain, six in Manitoba and four in Prince Edward Island. Six had no professional training. In the main, they are a faithful, energetic class of workers, both in school and in the community. It is to be regretted that the salaries paid are still inadequate to check the exodus from the teaching profession or to induce men and women of great ability and high purpose to enter it. Teaching has been looked upon in all ages as a noble profession and we would have the teacher view it as the noblest of all professions.

The fundamental subjects of the curriculum come in for their due share of attention and are as a rule well taught. Manual training in the lower grades is generally well taught. Nature study and agriculture receive only fair attention. Greater importance is now being given to household science and a majority of the schools have made provision for the hot noon lunch. Physical training is being conducted quite satisfactorily.

There are two large districts in this inspectorate,—Milden S.D. No. 382 containing 43 square miles, with an enrolment of 77 pupils, and Dinsmore S.D. No. 2349 containing 47 square miles, with an enrolment of 55. In each district two teachers are employed. The children are conveyed to and from school. The advantages are many. Suffice it to say, that by it the rural boy or girl is offered all the desirable educational advantages which the city boy or girl now has, and without having to go to the city to obtain them.

All the schools in operation were inspected once. Fifteen schools of one department and 21 departments in village and town schools were inspected twice. Owing to illness during the spring term and to the early approach of winter during the fall term, I was unable to inspect all the schools a second time.

Five school exhibitions were held in this inspectorate during the year at the following centres: Laura, Harris, Milden, Rosetown and Fiske in rural municipalities Nos. 315, 316, 286, 287 and 288 respectively. The exhibitions at Harris, Milden and Fiske were first efforts and great successes. Each fair was largely attended during both day and evening sessions. A strong belief in their usefulness was fixed in the minds of many who had hitherto held vague notions of their importance. In the coming year, new centres will be chosen at which exhibitions will be held.

The annual convention of the teachers' association of the Rose-town inspectorate was held at Rosetown on October 2 and 3. Dr. Hogg,

late of the University of Saskatchewan, Mr. A. S. Rose, of the Saskatoon Normal School, and Mr. Wm. Holliston, Principal of Buena Vista school, Saskatoon, very ably assisted with the programme.

In conclusion, I beg to state that in each school district great strides have been made in educational affairs this year.

I have the honour to be, Sir,

Your obedient servant,

S. E. M. McCLELLAND.

WATROUS, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit the following report of my work in the Watrous inspectorate for the year 1919.

My division consisted of seven municipalities of which the following places were the municipal centres: Stalwart, Simpson, Young, Colonsay, Viscount, Lockwood and Nokomis. At the beginning of the year there were 101 organised districts with 119 departments. One district did not operate its school at all during the year because of the small number of children. Three districts were included in the two new consolidated districts of Colonsay and Viscount. Four new districts were organised and four new schools built, three of which were operated during the fall term. One rural school was remodelled and enlarged to two rooms while Watrous, Nokomis, Lanigan, Viscount and Colonsay opened additional rooms. At the end of the year 125 departments were in operation. There were no organised districts without schools of some sort although some rooms used as class rooms were not really fit for children. There were several areas of unorganised territory large enough for school districts. The ratepayers of two of these attempted to organise but organisation was not completed.

There were three large districts in this inspectorate—Simpson containing 30 sections, Colonsay over 40 and Viscount over 60. In Colonsay and Viscount the pupils were conveyed at public expense while in Simpson conveyance was provided by the parents. In both the Simpson and Viscount districts contracts were let for new four-roomed schools. The Simpson school was completed but not the Viscount one. The table given below will indicate the grading and enrolment of pupils in these schools:

School district	GRADES										Total
	I	II	III	IV	V	VI	VII	VIII	Jr. Form	Mid. Form	
Simpson	11	8	15	1	7	15	..	11	3	..	71
Colonsay	26	8	7	8	4	7	..	7	4	1	70
Viscount	37	12	10	12	13	12	13	4	12	3	128

Simpson had a staff of two teachers but will begin 1920 with four. Colonsay had a staff of two teachers and hopes to add a third at an early date. Viscount had a staff of four teachers and may add one or two more in 1920 as the enrolment increases. These three schools have scarcely got going yet and it will be interesting to watch developments. All three are located in well-settled prosperous sections of the country where good roads prevail and where the people are willing to pay for good education. It may be some time before the advantages are apparent but the following are some of them:

- 1. Better school building and equipment.
- 2. Better teachers and greater permanence in their term of service.
- 3. Greater interest in different school activities due to increased enrolment.
- 4. A graded system of education.
- 5. A higher education given locally.

There may be a few disadvantages such as difficulty of transportation and of securing van drivers. There may also be difficulty in securing good teachers capable of handling the bigger job. The same difficulty may be met with in securing trustees. Such a school is a bigger proposition than a one-roomed school and requires better and bigger handling.

School attendance has improved very considerably during the last two years. The percentage of attendance should average between 70 and 80. In some districts especially where several large families live on the very edges of districts the attendance still is unsatisfactory as the following table will show.

	Enrolment	Percentage of attendance							
		Jan.	Feb.	Mar.	April	May	June	July	Aug.
School No. 1...	18	93.6	80	71.9	68.4	42.8	54.3	50	34.13
School No. 2...	19	..	..	..	71.7	83.1	65.7	..	60.8

The following classification of pupils may prove interesting:

	GRADES								Total
	I	II	III	IV	V	VI	VII	VIII	
School No. 1.....	7	3	6	2	..	..	..	..	18
School No. 2.....	12	1	3	1	..	1	1	..	19

There seems to be a tendency on the part of some parents to keep just within the law. They keep their children at home on an average five days a month and then take them from school as soon as they reach the age of fourteen. Some strong and healthy children 10 and 11 years old will not travel two and three-quarter miles while their

neighbours living a few hundred rods nearer the school have to go at seven and eight years of age. The letter but not the spirit of The School Attendance Act is kept by too many. In a few cases teachers have failed to report cases and pupils have remained home who should have been at school. Generally, though, teachers have co-operated faithfully with the Chief Attendance Officer.

There was no shortage of qualified teachers in my inspectorate. Two or three provisionally certificated teachers taught for a few months until qualified teachers could be secured. A few successful third-class teachers had their certificates extended but the majority were qualified Firsts and Seconds, many of whom have had several years' experience. There were 24 Firsts, 70 Seconds and 31 Thirds. The salaries paid ranged from \$900 to \$1,900 a year with an average between \$1,100 and \$1,200. In my estimation that is not nearly enough. The average should be nearer \$1,500 for Firsts and Seconds. I think the teachers in my inspectorate this year were the best I have had. As a body they were a fine class of young people. As teachers they were not all one could wish of course. Some were young and inexperienced and did not do much real teaching, some were careless about sanitary conditions and about caring for school property generally and others were careless about their registers and school records but the majority stood for the best in our Canadian citizenship. While each teacher had her own particular methods, devices and attitude the following more or less common tendencies might be noted:

1. The average teacher is not a student. She is not doing much to improve her standing or to increase her general knowledge. She does not read many books on education nor does she subscribe to school journals. She reads very little history or literature.

2. The average teacher is not keenly alive to the importance of physical education. She does not know whether there is sufficient light or not. She does not worry about comfortable seating or good ventilation. That is the trustees' concern but not hers. I am sure I found more fresh air and foul air flues closed than open; more water-pans dry than wet.

3. The average teacher is more concerned about imparting information and teaching the mechanical than she is in developing the child's faculties and training him for citizenship.

4. The average teacher fails to estimate the different subjects on the course of study at their true value. Arithmetic, oral reading, spelling and grammar are over valued while history, geography, literature, hygiene, nature study, music, art and play are undervalued. I found in one school, for example, five half-hour periods a week given to grammar in Grades V, VI and VII and not more than two fifteen-minute periods to hygiene. In another school I found at least an hour and a half a day given to arithmetic and probably ten minutes three times a week to music. One is curious to know why these things are so generally true. The only answer I can give is that the majority of teachers do as their teachers did and their pupils will do as they do when they become teachers. Thus it is we find it a slow and difficult process to improve the teaching done in our schools. I wish

someone could devise some way of getting the average teacher to read and study more, to look after sanitary conditions about the school better and to keep the school records correctly and up-to-date. There would be more hope for our schools then.

The children enrolled in our schools are, as a rule, very well behaved and respectful. There seems to be a tendency in the wrong direction this year. More than the usual number of teachers have found trouble with the discipline. I suppose it is the spirit of the time reflected in the school. We are living in a criticising age. Everyone is criticised and I have no doubt the authority and influence of the teacher is undermined by criticism in the home before the children. In my estimation many children start to school too young. Six or seven years of age is young enough. Parents having little ones to go to school do not always start them at the same time. This is inconvenient and annoying to the teacher. The poorest teaching is done in the primary grade and children of average ability spend from one to three years in Grade I, reading at most two primers. In Grade I many children learn bad habits of reading, writing, sitting and acting. The primary teacher should be the best trained and most gifted teacher on the staff as well as being passionately fond of children. Too often she is the least experienced, the youngest and the poorest trained. She is nearly always paid the lowest salary. The teacher who lays the foundation and starts the child on the road to learning should surely be the best. Grades II, III and IV present no difficulty but Grades V and VI do. Here many pupils slow up in their progress and drop out altogether. These are important grades and require careful handling. Grades VII and VIII are the last stretch of the race to examination. The average age of Grade VIII pupils is at least a year too high. In one graded school I found the following: In Grade VII three pupils of 12 years, one of 13 years, two of 14 years, two of 15 years and one of 16 years. In Grade VIII there were two pupils of 15 years, four of 14 years, one of 13 years and one of 12 years of age and that was six months before the time to write. In another graded school I found the following:

Age	Pupils in Grade VI	Pupils in Grade VII	Pupils in Grade VIII
11 years.....	4	..	..
12 years.....	5	..	..
13 years.....	3	1	2
14 years.....	3	..	2
15 years.....	1	2	2
16 years.....	..	..	1

In one ungraded school five pupils wrote on their Grade VIII examination and all passed, one with honours. Their ages were as follows: two, 12 years and three, 13 years. I cannot explain the cause for such a difference, unless it were their first teachers.

The work of the pupils generally is characterised by lack of originality, thoroughness and finish. With so much to occupy their leisure time, less reading of standard authors is done and teachers find

it just that much harder to interest their pupils in literature, history and composition. As intimated before, the average teacher teaches the common subjects or reading, writing, spelling, arithmetic, geography, history and composition fairly well but seems to regard as much less important the special subjects of agriculture, manual training, school gardening, household science, art, physical drill, nature study, music and play. Not very much agriculture of a practical nature is taught. It is almost entirely a book subject. A great many schools attempt a little school gardening for the sake of the garden but very little educational value is derived from it. Manual training is not taught at all. A little basketry, mat weaving and paper cutting is done for school fair purposes but that is about all. About twenty schools have noon lunch outfits and serve a hot dish at noon during the cold weather. A short course in household science was given at Watrous in the spring. This proved very popular with the bigger girls and young ladies of the town. As soon as accommodation can be provided household science will be taught in the school. Art is attempted by the majority of teachers but only in the larger graded schools is it much of a success. Physical drill is taught fairly well by those teachers who have taken the course. It is not taught to any extent to pupils beyond Grade VIII. Very few teachers teach nature study except "incidentally," as they say, which means not at all. Rote singing is taught by a large number of teachers but very few attempt to teach singing by note. Play is much neglected and is badly needed in most schools. Trustees are providing play ground equipment but teachers are not showing any inclination except in a few cases, to devote any special time to the teaching of games.

A good deal is said and written about municipal school boards. It seems to me it marks a forward movement in education and the time is about ripe for such a step. The local board may have given satisfaction years ago when less was expected of the school but in my estimation it is no longer giving general satisfaction. The average trustee is not abreast of the time in regard to school buildings and education in general. He is not progressive, generous and forward-looking. He is a busy man more interested in his own particular business than in the school. He is slow to act even after he has decided that certain improvements should be made. He apparently does not believe in what experts say regarding lighting and sanitation of school buildings. He is not very conversant with The School Act and Regulations and seems to think they are intended for some other school than his. Some trustees will no doubt be inclined to question my statements but let me ask them how they account for the fact that so many schools do not conform to the requirements of the Department of Education. Let me also ask why an inspector should have to point out these defects again and again and then probably have to threaten to have the school grant withheld or an Official Trustee appointed before even a minimum of improvements is made. The fact of the matter is the average trustee does not believe the Regulations were ever intended for enforcement and he does not even bother to read them. His idea of a school is probably the one he attended in Ontario or North Dakota 20 or 30 years ago—a school which was even then 10 years out of date. It could

hardly be otherwise because where else would he get his ideas of what a school should be? The average trustee reads very little along the lines of better schools. The Farmers' Movement, the Trustees' Convention and the daily press are slowly educating the trustees and the ratepayers and I find many indications of an awakened interest in our rural and village schools. If trustees would acquaint themselves with the Regulations and with the latest ideas on schools, if they would take a broader and deeper interest in their school and if they would get things done in anything like reasonable time I should have little cause for complaint. At present the great majority of trustees, as far as my experience both as a teacher and an inspector goes, do none of the above. I am well aware that trustees give their services free and that they are busy men and that great difficulty is often experienced in securing labor in connection with the school. That does not alter the fact that the proper education of the children of the district is too important to be undertaken by men who know they cannot possibly do it justice. If trustees feel they cannot do this thing well they should be the first to advocate another system. If they feel they can do it well, then why do not they do it? Of course, trustees vary greatly. Some do their work very well. I have some who go ahead and do things without waiting for recommendations. Some are willing to make improvements when the necessity is pointed out to them while others hesitate, complain about expense, talk about the school they went to and then decide to wait until next year. Some have been waiting for twelve years to fence their grounds. Some have waited longer than that before they could be persuaded that a ventilation system was needed. Every board of trustees should have a copy of the Regulations and of The School Act. If they will read these they will find out just how far their school falls short of the minimum requirements.

A municipal school board has been suggested to handle all the schools of a municipality as a city board handles the schools in a city. It seems to me it would have many advantages over the fifteen or sixteen local boards. These advantages have been given so often and by so many different authorities it is unnecessary for me to point them out here.

I used a car in covering my field and found it very satisfactory. I was able to visit all my schools once, forty of them twice and a few three times. I could get home almost every night and was able to attend many meetings of trustees and teachers. I was also able to attend all the school fairs held in my inspectorate and visit any district at any time if the occasion arose.

I lost about six weeks due to sickness in my family. I also spent some time in the Normal School at Saskatoon. The rest of the time with the exception of a few holidays I spent inspecting schools, writing reports and letters. I endeavoured to keep in closer touch with my schools this year and after sending in my recommendations I wrote to the different secretaries to find out what had been done regarding them. In the majority of cases I received favourable replies. A few failed to answer so I wrote a second or a third time. In the three cases not heard from I advised the withholding of the school grant.

I have encouraged yearly schools in the few districts where short term schools are conducted. I am glad to say the majority of the schools in this inspectorate are practically yearly schools. I have also encouraged union picnics and field days and a number were held during the year.

It seems to me that seven municipalities with 102 organised districts are still too many for an inspector. With four municipalities and sixty schools one could spend a whole day three times a year in each district. In that way I feel sure an inspector could render greater service both to the teachers and to the trustees and his life would not be one mad rush from the first of May to the end of December as it is now.

I am satisfied that substantial improvements and progress was made in this inspectorate in spite of difficulties. Two four-roomed schools were built. Four were remodelled. A number of grounds were fenced, caustic closets were installed in half a dozen schools and new and better outhouses provided at others. Several schools put in new floors and others new single adjustable desks.

Successful school fairs were held at Young, Colonsay, Guernsey, Imperial and Watrous. A very successful teachers' convention was held in Watrous when Mr. A. S. Rose and Dr. Hogg of Saskatoon and Miss Shaw of Regina gave addresses that were much appreciated.

I look for greater improvements in 1920 when I expect two four-roomed, two two-roomed and six or seven one-roomed schools will be built besides a number of old ones being remodelled. Nearly every district reports an increased enrolment and the trustees are having great difficulty in meeting the requirements in the matter of accommodation.

I have the honour to be, Sir,

Your obedient servant,

A. J. McCULLOCH.

SILTON, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit for your consideration the following report of the work done in the Last Mountain inspectorate for the year 1919.

This inspectorate includes seven rural municipalities lying directly east of Last Mountain lake and north of the Qu'Appelle valley. At the beginning of the year it included 103 school districts having 119 departments, seven of the districts having twenty-three departments. Two new districts were added during the year and nine departments. The two new districts, Thorncliffe S.D. No. 4183 and Llanwenarth S.D. No. 4202, proceeded to erect buildings and will open schools early in the new year. Unfortunately, two of the buildings in which school was being held were burned during the year, namely, Mission Lake S.D. No. 1716 and Lewiswyn S.D. No. 3272. In the latter, school had been held in a church but now a school building is being erected. The

burning of these buildings caused the closing of the schools for a considerable portion of the year. Criterion S.D. No. 3766, a small district south of Punnichy, has not erected a school but the pupils are driven to Punnichy and educated there, the arrangement working very satisfactorily. In Wessels S.D. No. 1705 no school is held because of the lack of pupils. Those belonging to the district are attending other schools.

The passing of The School Attendance Act has made a decided improvement in the regularity of attendance. This was most noted during the last school term, when previously the attendance was very bad owing to holidays, haying, harvest, threshing and cold weather. 78 per cent. of the pupils on the roll were present on the days of inspection. The age of compulsory attendance should be raised from fourteen to seventeen years. Pupils from fifteen to seventeen inclusive should be compelled to attend the equivalent of at least 100 days per annum, unless Grade VIII has been passed. There was a decided increase in the enrolment in all schools. Two rural school districts, Wallenstein S.D. No. 1795 and Fransfield S.D. No. 2031, found it necessary to add a second room, while an additional room was added in Bulyea, Govan, Southey, Markinch, Strasbourg and Silton. In the last two cases the additional teacher was dispensed with during the second term. Greater pressure should be put on school districts to compel them to keep open 200 days per annum in order to earn the school grant. Only cases specially reported on by the inspector should be excused. If this were enforced the rural schools would take a great step forward.

The present administrative system, in many cases, is not satisfactory. A larger administrative area, such as the rural municipality, with a board specially elected for the purpose, should be responsible for engaging, paying and dismissing teachers. Smaller details might be left to a local committee acting under instructions from the central board.

Teachers' residences are needed in the majority of districts. Their erection would have a very beneficial effect, helping to stabilise the teaching profession and thus leading to a great improvement in the schools. The cost of maintaining efficient schools would thus be lessened.

Short term schools, the frequent change of teachers, and the engagement of teachers poorly prepared are still the crying evils of the rural schools. The old-fashioned school rooms, with windows glaring on opposite sides, should be remodelled and full basements added. Provision should be made in these for classrooms for domestic science and manual training.

The supply of teachers was better than during previous years. Faithful work, on the whole, was attempted. A good deal more, however, must be done along the line of teacher-training before ideal conditions are reached in the rural schools. The boys and girls in the country should have as good an opportunity as those in the cities and towns. The salaries of teachers have risen during the year, but not in proportion to the advance in the cost of living. Unfortunately, poorly prepared, inexperienced teachers are paid almost as much as those who are experienced and well trained. The salaries of the latter are too low, being out of proportion to those paid for far less responsible work.

Unless a decided advance is made, the services of the most desirable young men will be lost.

Few schools attempt an allround training. The progress made by the pupils in the common subjects is not commensurate with the time spent by the majority of teachers upon them. There is plenty of time to give the pupils a thorough training in domestic science, manual training and agriculture without lessening the present efficiency in the common subjects. If this were attempted a heightened interest on the part of the pupils would be the result. Too often, nothing but instruction in the three "R's" is given with the result that pupils become tired of these subjects. As no fresh interests are appealed to, they soon consider attending school as not worth while.

The following are among some of the reasons for introducing a more practical scheme of training in our schools.

Constructive work makes use of and develops the sensory motor impulses, so strong in children, establishing the correlation of eye, brain and hand. It gives ample scope for sense training. It brings to the pupil the "joy of creativeness," one of the chief pleasures of life. It is one of the best will-forming agents. The worth of a man consists more in what he *wills* than in what he *knows*. The joy of achieving is the greatest spur to further effort. Constructive work appeals to many fresh activities, hence the interest of the child is not only captured but held. Hand work is self-revealing. The worker tests himself, finds probably that he is untidy, thoughtless and careless. He can thus be directed towards self-improvement. Constructive work not only follows along the sound lines "from the concrete to the abstract," but it forms a practical application for geometry. It also follows the order of the development of the race. Man grew mentally brighter by dealing with his environment through the work of his hands. The child is thus, in the various stages of his development, brought face to face with the problems the race had to meet and solve.

The school is the natural supplement of the home and, as the manual arts are now no longer practised in the home, it devolves upon the school to give the pupils this experience. Constructive work tends to create habits of industry, thus strengthening the moral fibre of the child and giving him a true sense of the dignity of labour. It has been found to be very valuable in the development of the feeble-minded and in the training and developing of the inferior races. We learn to do by doing. A person never fully realises a process until he performs it himself. Handwork forms a natural approach to art. The joy of creating some new form leads to further effort towards making that object still more beautiful. This gives a motive for *Art* without which its study is meaningless. "Life without industry is guilt; industry without art is brutality" (Ruskin). "Ornamentation is pleasant thought, expressed in the speech of the tool." Handwork places the child in the position of a giver. He can now bestow gifts into which he has put something of himself. So far, he knows little of the value of money but he does know something of the value of his own work. It also promotes a readjustment among the members of a class. The so-called "stupid" boy in formal book work often outshines the others in handwork. He thus receives a fresh inspiration. Constructive work

also serves to make a person valuable to his fellows and to society. It is indispensable in the work of the farm and is useful in the office as well as in the shop. It serves to give a dexterity which cannot otherwise be acquired. It furnishes delightful recreation and employment for leisure hours, lessening the demand for questionable forms of amusement. When the school exercises are thus made interesting, it is found that pupils remain in school two or three years longer, thus getting a better training in English, history and the other subjects than they would otherwise obtain. The majority of pupils are not "book-minded" but rather "hand-minded." They do not aspire to the professions. Hence the work of the school as at present constituted, does not appeal to them as being worth while. They grow tired of it and drop out on the first opportunity, taking the first thing that offers and generally dropping into "blind alley" ways of making a living, all progress being at an end. The course of study is not to blame for this. An excellent and interesting course is there outlined. The average teacher, however, either through inability or indifference, fails to carry this into effect. The ordinary work of the school is pre-eminently unsocial, each one striving for the first place. To assist a comrade is a school crime. Constructive work, on the other hand, is pre-eminently social. To assist a fellow pupil here, is only to help him set free the powers that are within him.

There are three large or consolidated districts in the inspectorate, namely, Cupar, Duval and Markinch, the latter having only recently been formed. The following tables give some interesting information:

No.	Name	Size in sections	No. of pupils enrolled	No. of teachers	Certificates held		Conveyance used
					1st	2nd	
972	Cupar.....	57	173	5	2	3	8 covered vans
2864	Duval.....	43¾	73	2	1	1	4 covered vans
1880	Markinch...	40¼	64	2	1	1	No vans yet

CLASSIFICATION OF PUPILS

School	I	II	III	IV	V	VI	VII	VIII	Jr Form	Mid. Form	Total
Cupar.....	42	28	29	15	17	7	4	18	9	4	173
Duval.....	15	11	16	11	6	3	..	3	8	..	73
Markinch.....	31	..	11	8	4	6	..	4	..	..	64

The attendance in these districts is above the average; for instance, the attendance in the Cupar district for 1919 was in the neighbourhood of ninety per cent of the enrolment.

The advantages of these large districts are evident—a better and more stable staff of well qualified teachers, better grading, better opportunities for taking up the higher work, better chance of regular attendance and better general equipment.

The disadvantage is chiefly in the increased expense, but this has been cheerfully borne because it is felt that good value has been received. Each of these schools is engaging an extra teacher for the present year.

In the work of inspection a Ford car was made use of. This costs more than keeping horses on the road, but is found much more satisfactory, as less time is wasted, more frequent visits can be made and the work kept better in hand. The increased cost of public accommodation is a serious detriment. One hundred and twenty-three departments were inspected once and forty-four of these a second time. In addition twenty other official visits were made. All districts having schools in operation at any time during the year were inspected, with the exception of Lewiswyn S.D. No. 3272, Mission Lake S.D. No. 1716 and Bourneville S.D. No. 3521. These schools were closed during the last term when the official visit was made, the two former because of the buildings having been destroyed by fire, the latter because of the inability of the board to secure a teacher. The schools along the line of rail were visited during the early spring and late fall, when travelling by auto was impracticable. As a rule a week at a time was spent in the field, thus giving greater opportunities for meeting school boards and getting acquainted with the ratepayers.

Very successful school fairs were held at Arbury, Markinch, Earl Grey, Strasbourg, Duval and Govan. Four of these were attended by your inspector and the people addressed on educational matters. The teachers' convention at Govan was attended by over fifty teachers. The convention accounted for three days of the inspector's time. Four months were spent assisting in the Regina Normal school. Six weeks, including the time allotted for holidays, were spent in visiting technical schools and agricultural colleges in Winnipeg, Minneapolis, Chicago, Guelph and Toronto and in attending the University schools, Toronto, where the theory and practice of manual training was taken up, practical instruction being given in mechanical drawing including orthographic and isometric projection, wood and sheet metal working, cardboard modelling and simple bookbinding. Some days were also spent reading teachers' essays on the Reading Course.

The importance of holding yearly schools is emphasised during the visit to each district and its necessity and importance noted in reports to school boards. The Department is recommended to withhold the grant where through negligence or carelessness districts fail to keep yearly schools. The value of school gardens and community enterprise was emphasised in public addresses and reports to school boards, also in conversations with the teachers. Some advance has been made, but there is room for improvement. The smaller inspectorate gives better opportunities for supervision and for keeping in touch with general educational activities.

A projection lantern with suitable slides would be a valuable help in bringing educational subjects before the people in a popular way.

Increased auto expenses and the increase in the cost of public accommodation add to the practical difficulties of inspecting, making former schedules inadequate.

I have the honour to be, Sir,

Your obedient servant,

J. G. McKEOHNE.

ESTEVAN, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—Following the order of topics stated in your memorandum dated December 12, 1919, I beg to submit my report on the Estevan inspectorate for the year ending December 31, 1919.

Extent of Inspectorate.—The Estevan inspectorate for 1919 comprised rural municipalities Nos. 4, 5, 6, 34, 35 and 36, being smaller than in 1918 by rural municipality No. 7. The territory is compact, well served by railways and graded roads and conveniently worked from the town of Estevan, where I reside. There were exactly 100 school districts in the inspectorate at the beginning of the year. None were added during the year, but the two districts latest organised completed their buildings and operated schools. A third department was opened at Lampman S.D. No. 471 and at Black Diamond S.D. No. 1898. Thus there was an increase of two departments but no increase in the number of districts during the year. The following table presents the facts as to the operation of the schools:

	In operation	Not in operation
One-room schools (91 districts).....	88	3
Schools of more than one room (9 districts).....	35	..
Total.....	123	3

In two of the three districts with no schools in operation, no school houses have ever been built.

Conditions with respect to population that developed soon after organisation made it inadvisable to build. Torquay S.D. 4029 conducts its school in rented quarters and has done so since it was organised two years ago. I am satisfied that its board has acted wisely by thus providing, at least up to the present.

School Attendance.—The School Attendance Act has come to be fairly well known and I think its effect in improving attendance is considerable. The following figures are significant:

No. of school district	1917			
	Percentage of attendance in January	Percentage of attendance in February	Percentage of attendance in March	Percentage of average for three months
2507.....	68.6	77.2	62.4	69.4
1329.....	81.	76.8	79.0	78.9
1391.....	90.4	88.1	85.6	88.0
1792.....	71.1	80.2	70.7	74.
1177.....	91.9	85.	82.	86.3
1022.....	61.5	52.8	73.7	62.6
3693.....	80.9	76.3	89.7	82.3
1295.....	85.1	62.6	55.	67.5
3546.....	78.3	89.4	72.1	79.9
1235.....	76.	67.	61.	68.
1865.....	79.5	84.7	80.	81.4
795.....	81.	55.	79.8	71.9
Percentage average.....	78.7	74.5	74.2	75.8

No. of school district	1918			
	Percentage of attendance in January	Percentage of attendance in February	Percentage of attendance in March	Percentage of average for three months
2507.....	81.4	48.1	65.4	64.9
1329.....	70.6	85.	84.5	80.
1391.....	89.3	93.7	91.9	91.6
1792.....	89.1	99.	99.5	95.8
1177.....	84.7	98.	90.3	91.0
1022.....	65.8	72.2	67.1	68.3
3693.....	82.3	81.7	75.	79.6
1295.....	76.7	69.5	59.6	68.6
3546.....	52.3	61.5	79.4	64.4
1235.....	55.2	76.3	73.4	68.3
1865.....	76.3	83.8	65.	75.0
795.....	65.7	90.6	85.9	80.7
Percentage average.....	74.1	79.9	78.0	77.3

No. of school district	1919			
	Percentage of attendance in January	Percentage of attendance in February	Percentage of attendance in March	Percentage of average for three months
2507.....	94.2	62.	70.2	75.4
1329.....	85.5	84.	80.	83.1
1391.....	97.6	85.8	84.9	89.4
1792.....	93.9	77.	83.3	84.7
1177.....	88.9	87.4	69.	81.7
1022.....	97.1	83.3	80.6	87.0
3693.....	77.5	89.5	92.	86.3
1295.....	70.5	75.7	62.2	69.4
3546.....	96.8	64.2	72.1	77.7
1235.....	97.7	88.8	92.7	93.0
1865.....	89.4	85.	79.1	84.5
795.....	96.2	83.3	78.9	86.1
Percentage average.....	90.4	80.5	78.7	83.1

A few comments on the above figures are necessary. The exceedingly high percentage for January, 1919, is partly explicable by the remarkably fine weather during that month, and the same may be said of the good showing of February, 1919. The percentages for 1919 are higher than those of the corresponding months of 1918 and 1917, but it should be remembered that in 1919 a new rule for computing the percentages was introduced and no doubt part of the superior showing for this year was due to the operating of the new rule. I should add that the rule seems to me to be an excellent one though it is not always fully understood. Seven of the twelve districts showed better percentages for 1918 than for 1917 and five showed worse, while for 1919, eight show better results than for 1918 and four show worse. Only five of the districts showed a consistent improvement for the considered portions of the three years. This lack of consistency in improvement is far from reassuring, but the most suspicious feature of the schedule is the lack of uniformity in attendance among the districts themselves. The high and low figures for 1917 are 88 and 62.6; for 1918, 95.8 and 64.4; for 1919, 93 and 69.4. Whatever forces are keeping our children at school, they are far from being equally effective in all districts. The disparity between high and low in 1917 was 25.4 per cent; in 1918, 31.4; in 1919, 23.6. Here as elsewhere in these comparisons, the figure for 1919 suggests encouragement, but when we make allowance for the new rule and the exceptionally fine winter of this year we could wish for better evidence.

There are reasons why some districts show better attendance than others, and better attendance at some times than at others. Some teachers have an enthusiasm for attendance and a genius for promoting it.

The fine showing of S.D. 1792 in 1918 (see table) is a case of this kind well known to me. In some districts the desire for school is keener than in others. In some districts the proportion of very young pupils is large, which militates against regular attendance. But the condition which affects the school attendance most adversely is, I believe, that a considerable proportion of the children of school age live more than two and a half miles from the school house, that is, beyond the jurisdiction of The School Attendance Act. This fact seems to me to be one of great importance. I have no means of knowing the exact percentage of such children in the province but I should think it would be nearly 30 per cent. of the rural school population.

While living at a greater distance than two and a half miles from school protects the parents of such children from the penalties of the Act, it does not relieve the situation from the point of view of public school education. The fact remains that a large number of children may avoid attending school regularly, or at all, if their parents are so disposed, the distance of over two and a half miles from school serving for excuse or justification. We know that many parents would scorn to evade their obligation to educate their children by means of such excuse or justification. Excuse, it may be, but justification, never. Nothing can justify leaving children to be brought up without schooling, at least in well organised Saskatchewan. But the state also professes some obligation in respect to educating its children. How

shall it meet its obligation? Shall it stand with those parents who are content to make living over two and a half miles from school an excuse for allowing their children to grow up without schooling, or shall it stand with those other parents who scorn such excuse and who are content with nothing short of a complete acquittal of their just obligations.

Though we have moved appreciably towards its realisation during the past few years we still fall somewhat short of our aim of giving every child an elementary school education. Either one of two remedies seems to me worthy of consideration. (1) Make the application of The School Attendance Act coincident with the boundaries of the school district with special provision for adjacent unorganised areas. (2) Leave the application of The School Attendance Act as at present within the two and a half mile limit, but make it obligatory upon trustees to provide conveyance to within this limit, or instead of conveyance let the trustees provide a cash grant based on mileage in excess of two and a half miles from school, the Act extending automatically to include all children for whom such provision has been made. Section 215 of The School Act hints at such a measure as I have described but it is impracticable for if invoked I think it would create far more difficulties than it would remove.

Either the state should educate its children or individuals should do so or the responsibility should be shared jointly. The third of these alternatives is a practical compromise much resorted to by all enlightened states particularly in recent years. Under it the second of the remedies mentioned above may be eminently justified. The state assumes the responsibility for conveyance to within a certain distance of the school, throwing on the individual the responsibility for the balance of the distance. Its right to do this is as clear as its right to enact the school attendance law and it seems to me that the need for bringing all children under the application of the Act is exactly identical with that for passing the Act in the first place. To argue otherwise would lead to strange conclusions.

Considerable money obligations would be incurred by carrying out such a scheme as I have described. It is not necessary for me to say how the money should be raised. At most that is but a small detail. The financing of the elaborate systems of conveyance used in large districts shows us that we shall encounter no serious difficulty in that direction. But the matter of great moment is that we recognise that we have in our midst a condition that is remediable and that must be remedied. Delegations clamoring for larger grants from that inexhaustible supplementary revenue fund might do well to bear in mind that there is no claim on the fund quite so good as the claim of those who live at excessive distances from the district schools.

The School Attendance Act is an instrument of compulsion to those who created the need for such a measure. We may be thankful if their number is not large and that the stress is applied to men and not children; but this should be borne in mind—that when we find it necessary to employ compulsion we must employ it with consistency and sufficiency. The influence of a few successful prosecutions in a

district has a salutary effect on attendance, but failure to prosecute in a few other cases has an effect in the opposite direction.

Local Administration.—Of the eighty-eight one-teacher schools operated in this inspectorate during 1919, sixty opened in January, ten in February, ten in March, four in April, two in May and one in September. This leaves one school unaccounted for. I do not know its opening date. Of the last three two were new schools which opened as soon as possible. The fact that seventy schools opened in January and February shows that the tendency towards yearly schools is fairly strong, while even those that opened in March endeavoured, by shortening the summer holidays, to operate for 200 days. If yearly schools were general the outlook would be bad for the several hundred teachers who leave our Normal Schools in March and May. But fortunately—or unfortunately—there is no immediate occasion for worry on behalf of these teachers.

In general I am able to say that the attitude of trustees towards keeping the school premises and school equipment up to standard is reasonable. It is easy to find fault and possibly many of us are too ready to do so. I am less disposed to be critical now than formerly, and often feel differently towards instances of apparent remissness after discussing them with the trustees. They have their side of the story. It is not easy to get work done at all, to say nothing of getting it done rightly. They are not experts in building, equipping, repairing or decorating schools, nor is it always easy to engage the services of those who are. The changing requirements of our regulations is a source of confusion and annoyance to them, particularly as they are not always impressed with the reasonableness of those requirements, that is, if they have heard of them which sometimes they have not. Years of crop failure, the high cost of living and the increase in salaries of teachers all contribute to the difficulties of administration. Yet these trustees do not falter in respect to what they consider as essentials and their judgment of essentials is fairly sound. They are plain, hardworking people, little impressed with new fangled ideas though often decoyed into adopting them, but perfectly convinced of the necessity for schools and thoroughly determined to provide them. They used to think that schools existed for the educational advantage of children, but now they are somewhat ashamed at being caught with such an old-fashioned idea in their possession. They would win your approval by means of sanitary drinking fountains, sanitary toilets, the noon lunch, liquid soap and the like, though secretly they still think the educational prosperity of their children is the great thing.

I am becoming more and more a believer in the one-teacher school and its possibilities. To bring it to its highest efficiency certain improvements must be made. First, the system of financing should be improved by increasing the supplementary revenue very substantially. If two-thirds of the cost of operation came from this source, taxation would be so nearly on a provincial basis that the present element of inequality would be practically eliminated. I can see no good reason why the fine altruistic principle that "all should jointly share the responsibility for the education of each" should not have its application extended to its logical limit. In school financing I think its logical limit would mean

that about one-third of the cost of operation of the school would be left to be raised by district assessment. Certainly some financial responsibility should be shouldered by the district. If two to one is not the correct ratio it only remains to determine what is. Second, we must have teachers of high scholarly standing, teachers of culture, who love culture and who love to promote it. We must demand more of our teachers, not more work, but more encouragement, more wisdom in guiding and directing, more ambition for others, more influence towards learning. Of the eighty-eight one-teacher schools in this inspectorate only thirty-seven had pupils in Grade VIII in 1919. In each of fifteen of those schools Grade VIII consisted of but a single pupil. The total Grade VIII enrolment in the thirty-seven schools was only eighty-seven. Yet most of those schools have been in operation for years. Something has been wrong for a long time and still continues wrong. If we could only inspire our children with a love for learning! This brings me to the next consideration. Third, we must get rid of the old idea that the little district school is incompatible with the higher studies and we must dismantle this recently set up idol, the so-called "teaching of science." Establish contact with literature, history and English through proper studies in those realms, develop his power of written and oral expression, and you have given a child a start in life, nay, you have given him life itself.

Teachers.—There has been no shortage of teachers in this inspectorate during the year. In only four schools were teachers with provisional certificates employed. Three of them had had some experience in teaching and the fourth, who had had no experience, did better work than any of the other three. It was merely the accident of aptitude coupled with energy and sincerity. All other teachers employed in this inspectorate were qualified by training. In connection with the supply or rather the supplying of teachers I must speak a word of praise for the Teachers' Exchange. It is doing excellent work and its usefulness would be greatly extended if teachers and trustees would co-operate with it more fully. There is considerable unevenness in the matter of salaries. The highest paid this year was \$1,600 and the lowest \$800. The teachers in both cases had experience and efficiency and both held second class certificates but the higher paid was a school principal. There were sixty-one teachers receiving salaries of \$1,000 and over and thirty-nine receiving between \$900 and \$1,000. These figures refer to my first visit. In some cases salaries were raised at midsummer but in no cases were they lowered. There is some evidence of a disposition to pay more for second and first class teachers, but other factors quite apart from merit really control the situation. I do not find it easy to make general observations on the work of teachers. Speaking of them apart from qualities of personality there is a remarkable sameness. Out of personality springs the power to influence and stimulate the desire of a child to use his powers, while professional training undertakes to ensure the wise direction of the child in the exercise of these powers. The methods, devices and drills used in Grade I bear the stamp of the Normal School, but those used in other grades become less and less recognisable the

higher up we go. It is, perhaps, only a coincidence that the classes become smaller and smaller the higher up we go, but I think there is some connection of cause and effect. Possibly many normal instructors specialise on the work of Grades I, II and III. I think Grade IV is the critical point in a child's public school career. It is at this point that the need arises for the wise and systematic exercise of his higher powers, a practice that must be continued for the balance of his school days. We have improved on the old primary methods and practices, but when it comes to the studies of the upper classes we are still perpetuating the procedure of time out of mind. We should professionally attack the problem of the upper grades.

At this point I should say a few words on promotions from grade to grade. Many children fall by the wayside by this process, some sustaining such injury to their feelings that they never quite recover. Some are overcome by history, some by geography, some by arithmetic or spelling. The penalty is the same. Further advance in their studies is prohibited for a year. Such is the result of arbitrary standards or even of rational standards when left to be applied by injudicious teachers. But it seems to me there is something quite artificial in these simultaneous yearly promotions and failures. Certainly the pupil looks forward to the ordeal with feelings very different from those he entertains for Christmas. The failure to make his grade is a serious mishap for a child and I have my doubts whether a normal child ever makes a real failure even though his name does not appear in the list of successful ones. The course of studies has its place and value, but the child has his nature and being. The teacher must not allow her respect for the one to become a restraint for the other. What a child reads, understands and enjoys is of far more consequence than what he remembers for the purpose of answering his teacher's questions. A good taste acquired is worth more than any number of facts stored in memory. A growing imagination is far better evidence of educational welfare than skill in any mechanical process. In directing his activities the child himself should be the first consideration and the course of studies a very poor second. Pursuing this course you will sometimes find a so-called Grade V child with Grade VIII capacity. The child mind is not a rigid thing and whoever attempts to fit it to a rigid standard will bring disaster not on the standard (the more is the pity) but on the child.

General Progress of Pupils.—Looking over my notes I find very few schools marked "weak" and fewer still marked "excellent." Most of my schools were doing satisfactory work according to prevailing standards which I adopt for the purpose of rating school standing. In a considerable number of cases I was pleased to find teachers with a particularly enlightened conception of the functions of their office and as a matter of course, pupils happy in the suitable exercise of their activities. The educative process is a happy one. As to the special subjects, with the exception of physical training, there is a more or less feeble and intermittent attempt to follow the course of studies, though Macoun School District No. 901 deserves high praise for what it has done in manual training. In almost every school physical training was taken regularly though often with such a lack of spirit and preci-

sion as to make it an utter waste of time. A race around the school house would be far better for the children than such a performance. But when properly conducted at judicious intervals it has a high value both mental and physical. It is not intended to take the place of play. The game is a feature of every table which is significant of the importance attached to play. The only limit to the variety of games is the limit to the teacher's enterprise.

Large Districts.—There are no large districts in this inspectorate and I see no likelihood of any. A very few years ago I was strongly in favour of large districts but deeper consideration of the school problem has caused me to change my mind. In the end rural Saskatchewan must depend on the small school district. It remains for us to see and develop its possibilities. They are great. When we have found a way to finance a teaching *profession* we have solved the problem. We shall make a good beginning by breaking away from the fascinating glamour of externals, from the spell of materialism which has possessed us, from the strenuous competition for glitter in which we are engaged with provinces and states, and concentrate on essentials. Much money may thus be made available for better use.

Work of Inspection.—I do all my travelling in a Ford car except when visiting a few schools situated near railway stations. For a school inspector in this part of the province no other mode of conveyance is to be thought of. It has a few disadvantages. It is a light car with rather stiff springs which makes it bumpy. Also many of the superficial parts soon develop a little play which makes it noisy. But a man soon becomes so accustomed to these idiosyncrasies that he would regret the lack of them. The only system I have for covering my territory is to try to visit two schools a day when travelling is practicable, visiting those accessible by railway in the early spring and late fall and the others between those seasons. I begin each year with the hope of two visits to each school, but up to date this hope has not been realised. Last year epidemic influenza interfered and this year the early arrival of winter conditions cut short the country work. I made 122 first inspections and 70 second. The only school in operation any part of the year that I did not inspect was Olmstead School District No. 1227. This school operated only during the winter months and closed before I had begun my country work. The Departmental practice of collecting information concerning schools, particularly opening, closing and vacation dates, and forwarding the same to the inspectors is a great convenience to the latter.

I am personally acquainted with one or more trustees or the secretary-treasurer in nearly every school district in my inspectorate. If there are conditions which seem to require it I make it a point either to call on one of the trustees or to have a meeting with the board before I leave the district. I feel most friendly towards the trustees, am anxious to discuss school problems with them and I wish to have them realise that such is my attitude. From year to year instances of co-operation between the trustees and myself become more and more frequent. For keeping in touch with teachers I have my inspectorate organised into three associations, one at Lampman, one at Midale and

one at Estevan. All three organisations were completed in the spring of this year. I spent a day at each centre assisting in the organisation and taking a hand in the professional discussions. At Midale I addressed an evening meeting of the citizens. The professional results of the meetings at Midale and Estevan were unusually marked as I had ample opportunity to observe during my subsequent visits to schools. These spring meetings with my teachers have proved an excellent professional measure. This is the second year in which we have held them and I shall endeavour to make them a permanent feature in this inspectorate. My principal means of getting in touch with ratepayers are the school picnic and the school exhibition. The municipal school picnic has become a fixed event at Estevan. School exhibitions are held under the auspices of the agricultural society at Lampman, Estevan and Midale, while I hope to see the school fair revived at Frobisher and one organised at Torquay. The success of the school exhibition at Estevan this year was phenomenal; that at Midale was moderate while at Lampman the yearly fair was abandoned because of the unusually early harvest. The prize lists used at the several centres are practically identical and I believe they are constructed on absolutely sound educational principles. In particular they leave no chance of winning a prize to the pupil who depends on a spurt at the last month. In classroom subjects every entry must be representative of the year's work. As to the quality of the work called for, imitation is almost entirely eliminated, and independent, productive work is greatly emphasised. There are competitions in every subject of the course of study, those in the special subjects such as school gardening, manual training and household science being by no means the outstanding features, but occupying a position commensurate with their importance. Our prize list for 1920 was published late in October, 1919, and mailed early in November to every school in the inspectorate. From every point of view this early distribution of the prize list should be advantageous.

General Comments.—The reduction of inspectorates to a reasonable area and the assurance of comparative stability of boundaries make it possible for an inspector to exercise such influence as his being is capable of. We have dealings with trustees, teachers, parents and children but our ultimate interest must always be educational. I try to act on this view. I should like my people to see in me, not one who is fussy, arbitrary or dictatorial, but one who is sincerely devoted to their interests and those of their children. The situation is in our hands. No more is asked of us than we should be able to accomplish. It remains for us by an exercise of wisdom, sympathy, discretion and skill to win the confidence and good will of the public and by so doing establish the channels along which our influence may flow.

I have the honour to be, Sir,

Your obedient servant,

J. ARCH. McLEOD.

REGINA, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I beg to report as follows on the Humboldt district and in connection with my work as an inspector of schools during 1919.

The district comprised seven rural municipalities, namely, Nos. 340, 369, 370, 371, 399, 400 and 401, with their related towns and villages. In this area there were 107 school districts at the opening of the year and 110 at its close. These districts were all visited—nine three times, 88 twice and 13 once, making a total of 216 visits. Seven districts had no school. Of these, two were newly organised, the schools of two were closed for lack of pupils and in three there were private schools. The school of one district was in operation so intermittently as to miss inspection at both visits. The remaining 102 districts representing 113 (in the second term, 114) departments had their schools inspected—83 twice and 19 once. In all, 185 inspections of schools and 209 inspections of departments were made. St. Brieux became a two-roomed school in the second term.

Four months ending May 1 were devoted to Normal School work at Regina. Field work was much impeded by the early and rather severe insetting of winter. The ground became frozen about October 10th and there was heavy snow on the 21st. Snow accumulated and temperatures became low but work was continued under increasing difficulties until November 22nd. Eight days had been given to the holding of conferences and eight further days were spent in attendance at school exhibitions and conventions.

In the spring a circular was sent out to all school boards announcing joint conferences with trustees and teachers and such a conference was later held in each of the seven municipalities, two being held in the municipality of Hoodoo. In the aggregate 76 school districts were represented at these conferences and seven rural education associations were formed covering the whole territory with the exception of the rural municipality of Humboldt. Five of these associations showed much vitality and under their auspices school exhibitions were held in the fall at the following places: Annaheim, St. Brieux, Middle Lake, Cudworth and Dana. The associations, with one exception, derived their funds from municipal grants, which were made freely, and they, in turn, supported a central exhibition at Humboldt held under the management of the teachers' association for the district.

At the conferences the following were the chief topics discussed: proper school environment; the yearly school—comfortable quarters for teachers and the building of stables; the winter school—its value; the night school—where needed and when practicable; the large ungraded rural school; the teacher—wisdom of paying a good salary—relations of school and home, of trustees and teacher, etc.; the school library—its value and use; over-age pupils—what can be done for them; school exhibitions. The principle of the yearly school received quite general acceptance and most of the schools are either already such or steadily tending in that direction. The importance of the winter school was recognised where there are sufficient older pupils or sufficient of the

young people over school age, but trustees with singular unanimity were not in favour of the night school in rural districts. In addition to other—and weighty—objections the following line of argument was presented. The night school must depend for its teacher on the district school; the night school is practicable only in the winter hence the district school would have to be run as a winter school; winter is not a busy season on the farm and prospective night school pupils could attend the district school and would receive fuller and better instruction there than in the night school.

Conferences have a value and so have exhibitions. They do something towards creating around the work of the school an atmosphere of friendliness and appreciation. But we should do well to recognise the limitations of such work. We should do well to minimise the importance of the spectacular. The real work of education is a quiet work, unostentatious and sober and can be attained only through patient daily tasks and the class room labours of a good teacher.

The work of 127 teachers was inspected—twelve of the First Class, fifty-five of the Second, fifty-three of the Third and seven others. Of these teachers, twenty-three ranked as good, sixty-five as very fair, twenty-four as weak and fifteen as inefficient. The twenty-three good teachers had certificates as follows: First Class, three; Second Class, eight; Third Class, twelve. Of the fifteen inefficient teachers, six belonged to the Second Class, seven to the Third Class and two had no certificates. The permit teacher was practically eliminated, only two permits being recommended during the year. This point, however, was gained not without much correspondence and a considerable struggle. Many unqualified teachers attempted to take charge of schools. Permits had been so much a matter of course that the jurisdiction of the Department appeared to be lost and its re-establishment was no easy matter. Even though qualified teachers were secured the improvement that might be expected was not noticeable. And now as the year closes there are indications that next year may see a return of the permit evil to its widest extent. Should this be so it will neutralise everything that has been gained in the last three years and will relegate to the far future all hope for a better school. It may even now be too late to avoid such a calamity but its effects might be lessened and the day of recovery might be hastened by the following steps: (i) a restoration of the previous regulations governing Third Class training and (ii) a survey by an economic expert from one of the Canadian universities to determine, all things considered, what salaries should be paid teachers under varying conditions in this province. The report of such an expert would give us something rational to go on either in an appeal to school boards or in the fixing by law of an economic salary.

The general progress of pupils in school work is always relative to the type of teacher engaged. Almost a third of the teaching body in this inspectorate was classed either as weak or inefficient and the progress of their pupils was poor. The shifting about of teachers during the year also contributed to poor results. Section 202, subsection (2), of The School Act prevents the making of an agreement binding for longer than thirty days. In several cases a teacher having taught

three or four months in one district availed herself of this provision and resigned, then took another school more to her fancy, perhaps in the same neighbourhood. In too many instances the work of Grade I was not well done. Physical training was about as reported last year. Household science in very moderate amount received attention in several schools—in a few cases in the form of the noonday lunch. Gardening was carried on in many of the schools, but not always with the proper viewpoint. There was a rather general use of paper construction, weaving, etc.

A word should be said in praise of the better two-thirds of the teaching body. Of this section three-fourths did very fair work and one-fourth did work which was practically flawless and highly educational—work that was not surpassed in the best schools of the province. This latter part moreover was the medium through which very often trustees were stirred to action and by which movements and conventions were made possible and successful. "The teacher is a doctor" was the startling statement made by one trustee; then he expressed it thus—"The teacher is a healer," and he justified this opinion by saying that the good teacher prevented or healed disputes in the district. A good teacher does all that and much more. With such teachers very many of our problems would disappear.

The better school will materialise only through the labours of a body of such good teachers. Further, with a supply of good teachers the greatly magnified question of the foreign-speaking would find its solution. This question was being met a quarter of a century ago by the Territorial government and in the only spirit that can attain success. Dr. Goggin, the able educationist who then directed our policy, expressed that spirit in the following words: "If these are to grow up as Canadian citizens they must be led to adopt our viewpoint and speak our speech. This does not imply that they shall cease to have a love for their mother land or mother tongue, but that they shall be fitly prepared for the life they are to live in the land of their adoption." (Report, 1898).

Conversations were held with one or more members of the school board of each of seventy-nine districts; members of several of these boards were seen more than once. Cultivation is being attended to in eighteen districts, of which six will plant trees in 1920. Stables were lacking in 51 districts. Many districts should give attention to quarters for teachers. Four school houses and a few stables and teachers' residences were built, one school was partly reconstructed and six districts carried out considerable improvements and renovations.

The principle of convenience in local management, to say nothing of the strength of public opinion, approves the existence of the present size district as against a municipal unit. But the same principle would justify the conditional removal from the school boards to the municipal councils of certain matters which may be denoted as the works side of school administration. For example, repairs and improvements could be much more conveniently effected by a body dealing with all schools in the municipality and it is doubtful if general progress can ever be made in the way of water supply and improvement of grounds until such matters, with others, revert to a central body when the school board

does not deal satisfactorily with them. Such a departure amply safeguarded from abuse could be brought about by a brief amendment to The School Act and would mark the commencement of a worthy reform.

The School Attendance Act continues to work well. The percentages indicating attendance were somewhat better even than last year. It must be remembered that though supported by the Act, attendance, like everything else, is affected to a large extent by the efficiency or inefficiency of the teacher. The efficient teacher who a few years ago would be found with an attendance of from 75 to 80 per cent. will now be found with 90 per cent. and upwards. It would be discouraging to find, as sometimes happens, an attendance of say 65 per cent. if one's experience had not been that under similar conditions not long ago the figure would be down to 45 per cent. or less. In such cases very often the correct remedy is for the trustees to change the teacher.

The fourth annual convention of the Humboldt teachers' association was held at Humboldt on October 30 and 31. The central school exhibition was held November 1. Between 40 and 50 teachers attended. Colonel Perrett, O.B.E., and Prof. Bates delivered addresses and Miss Campbell assisted in judging exhibits. The presence of Colonel Perrett inspired the convention; his addresses were practical and his general attitude evoked a note of fine good-feeling. At the evening session many visitors came to meet and to hear him.

I have the honour to be, Sir,

Your obedient servant,

J. O'BRIEN.

MOOSOMIN, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I beg to submit the following report on the Moosomin inspectorate and my work during the year 1919.

The Moosomin inspectorate comprises eight rural municipalities, the numbers of which are 91, 92, 121, 122, 123, 151, 152 and 153, together with the town and village municipalities. In the same area, there are 91 rural school districts and 10 town and village school districts containing 36 departments. In all, there are 101 districts containing 127 departments. During the year, three departments were added. There are school buildings in every district, except one which was organised late in the year.

The attendance of pupils is steadily becoming better, partly owing to the administration of The School Attendance Act and partly to the increasing desire of the parents to have their children at school regularly. Parents realise that children cannot make thorough progress unless the attendance is regular. A good deal of credit is due to the teachers for their part in creating this attitude.

I find that school boards generally take an active interest in school matters and show good executive ability in conducting the business of the district. As this is an old settled part of the province, a number of trustees have had long experience in school matters and are familiar with local conditions. There has been some discussion as to whether or not municipal school boards would be more efficient than the trustee boards existing at present. I am inclined to think that the proper kind of local interest would be lacking if our trustee boards were removed and their place taken by a small body of men, not all of whom would be so well acquainted with parents, teachers and ratepayers as our trustees are in their respective districts. In order to have a really efficient school in any community, it is necessary to have the sympathetic co-operation of all the people living therein, trustees, teachers, parents and ratepayers. Most of the school buildings are old. Some were erected at least 25 years ago and do not meet the requirements of the present regulations as to lighting and blackboard space. Nearly all have windows on two sides. Many improvements have been made, however. Since the advent of the school nurse into this inspectorate, nearly every district has effected improvement in such matters as interior and exterior decoration of school houses, lighting, heating and ventilation, water supply and sanitary toilets. In many cases, such changes involved considerable expense.

School boards experienced no special difficulties in securing qualified teachers. As stated in my previous report, it has never been a problem here. The classification of the teachers as to certificates held is as follows: First Class, 15 per cent; Second Class, 46 per cent., Third Class, 32 per cent., and provisional seven per cent. The salaries here are lower than those in the western part of the province. The difference between the salary of a teacher holding a third class certificate and that of a teacher holding a second class certificate is small. When engaging teachers the school boards try to secure those holding the better class of certificates. In actual teaching and school management the teachers compare favourably with those of previous years. In many districts the teachers are taking their part in creating and maintaining a good community spirit. For inspiring them to do such work, a share of the credit is due to the Normal Schools. Most of the common subjects of the curriculum are taught well. There are two subjects not taught as well as others, namely, arithmetic and history. Some teachers feel that when pupils are backward in arithmetic more time should be given to the subject. A better method of overcoming the difficulty would be to give a clearer explanation in presenting new topics and a vigorous, earnest drill. Occasionally the subject is not treated systematically. Pupils work too much in miscellaneous exercises instead of doing thorough work in each successive topic. Often history is not made real and as a result the pupils do not grasp facts, etc., readily and have little interest in the subject. There is also the matter of "phonics" which requires some attention. To my opinion, few teachers use them wisely with beginners at school. They appear to teach phonics as though it were a definite subject in itself like arithmetic instead of using it with a view to assisting in the reading. Agriculture in Grades VII and VIII is taught better than nature

study in the preceding grades. The school gardens are generally poor. The pupils take better care of home gardens from which they prepare some good exhibits for the school fairs. In household science the number of schools having hot lunch at noon is increasing. I inspected the physical training closely and found that the outstanding weakness was a lack of vigour in the performance of the exercises.

There is only one large district in this inspectorate, namely, Tantallon S.D. No. 949. It includes 56 sections of land lying in and about the Qu'Appelle valley. The school is in the valley, the roads leading up and down the banks are comparatively long and steep and when these roads are muddy the hauling of the vans is difficult. Previous to consolidation, there were three small districts in two of which the schools were in the valley and in the third about one mile back from the top of the north bank. In order to reach school and home again several children used to walk up and down the long, steep roads on the banks and many of them, on reaching the school, were tired and not in the best physical condition to do good work at school. Under the present system of consolidation, they ride up and down these hills and arrive at school better able to do a day's work. Even though some children spend considerable time in conveyance, it is preferable to tiresome walking up and down the banks in extremely hot or cold weather. At first sight, the Tantallon district, owing to its topographical features, would appear to be an unfavourable place for consolidation but such system is an effective solution of the pupils' difficulties mentioned above. In addition to conveyance the pupils derive the advantages of a graded school, one room of which is devoted mainly to high school work. The cost of operating the school is proportionately greater than that in the small district, but from several enquiries I have made the people generally appear to be enthusiastic about their school. There are four teachers employed. The principal holds a first class certificate and each of the assistants holds a second. There are 128 pupils enrolled, 99 of whom are conveyed. The number in each grade or form is as follows:

GRADES									
I	II	III	IV	V	VI	VII	VIII	Jr. Form	Mid. Form
36	14	13	12	10	12	5	14	11	1

The attendance throughout has been reasonably good. At the time of inspection, a number were absent owing to an epidemic of whooping cough.

As a means of conveyance, I use an automobile and believe it to be the most effective mode of conveyance. Its chief advantage is that any point in the inspectorate can be reached quickly. This is important as very often certain matters required immediate attention. The chief disadvantage of an automobile is experienced on muddy roads. However, in this inspectorate the roads dry quickly and a car can be used almost continuously during the summer.

From January 1 until May 1, I was assisting in the Normal School work in Regina and during three weeks in July, I was in Regina in connection with the reading of the answer papers at the Departmental examinations. A few days were spent in organisation work in four districts, in two of which new buildings were being erected for the first time. The other two districts were erected during the year. Every department in operation was inspected at least once. Seventy-eight rural schools were inspected once and ten twice, making in all 98 inspections in rural districts. In schools of more than one department, 26 departments were inspected once and 10 twice, making a total of 46 inspections in such schools. By request, I assisted Dr. Snell, Inspector of High Schools, in inspecting the four departments of the Moosomin Collegiate Institute. During the year I made a total of 148 inspections.

There were successful school fairs at Tantallon, Moosomin and Wapella. The annual convention of teachers was held at Wapella, there being 70 teachers present. Able assistance on the programme was given by Principal Perrett, of the Regina Normal School, James Duff, M.A., Chief Inspector of Schools, and Miss Jean Flatt, of the Household Science staff.

I have the honour to be, Sir,

Your obedient servant,

GEO. D. RALSTON.

MORTLACH, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I beg to submit the following report of my work in the Mortlach inspectorate for the year 1919.

The inspectorate consists of eight municipalities: Nos. 101, 102, 103, 131, 132, 133, 162 and 163. Several ranges of hills cross the district from north-west to south-east. The hilly portion is but thinly settled and contains considerable unorganised territory.

At the beginning of the year the inspectorate contained 87 districts as follows: one school of four departments, one of three departments, four of two departments and 76 of one department in operation. There were also five districts without schools and one school closed. During 1919, three districts were organised, six new schools built, three departments added and one school closed. At the end of 1919, the inspectorate contained one school of five departments, three of three departments, two of two departments, 80 of one department in operation, two schools closed and two districts without schools. Of the two districts with schools closed, one had no children of school age, the other, four. The latter and the two districts without schools make provision for the children at neighbouring schools.

One half of the schools in this inspectorate are closed for part of the winter and many are open less than ten months in the year. A few

of these are trying to operate in winter but, in the hills, the roads are usually too bad. It is difficult to decide whether it would be in the best interests of the district to take the vacation in summer or winter. few of the younger children can attend in the winter while many of those over fourteen years of age would do so. The only satisfactory solution would be schools in operation continuously. This could be done under municipal boards by the employment of extra teachers to relieve the regular teachers in rotation. A few schools on the plains are operated as summer schools where, I think, they might be made yearly schools with advantage.

The attendance, on the whole, is fairly regular. In 95 departments inspected, the total enrolment was 2,136 and the attendance at the time of inspection 1,875, or 87.76 per cent. In quite a number of schools the attendance was very regular while in a few it was not satisfactory. This was due largely to the scattered population in the newer districts. As a rule, I found both parents and pupils very much interested in the schools. In the few cases where the parents are indifferent The School Attendance Act is having an excellent effect.

The great majority of school boards are capable and interested in the efficiency of their schools though sometimes a little slow in making needed improvements. A few are indifferent or worse. The newer school buildings are of a good type and up to date except as to basements. The extra cost of a basement is small compared with the benefit derived from it. A number of the older buildings are unsatisfactory, especially as to light, the window area being usually much too small. In not a few cases this defect is increased by stained wooden walls and ceiling, darkened by age and smoke. This might be improved by painting the walls and ceiling a light color. In these schools the heating arrangements also are sometimes poor. The defects of the older schools cannot be remedied, except as mentioned above, till the buildings are replaced by new ones.

Equipment is generally satisfactory and where it is deficient I have usually found the trustees ready to supply whatever is lacking when the need is pointed out. I do not know if schools are being supplied with inferior clocks but, for some reason, many are out of order. Seven schools were without clocks, while in 25 others the clock was out of commission.

Heating is satisfactory except in a few of the older schools. The jacket heater is in general use though a few schools have a furnace in the basement.

Not enough attention is given by trustees to sanitation. Privies were usually fairly clean but often in bad repair. The high winds of the past summer damaged a good many and repairs are seldom made promptly. The very general neglect to provide urinals produced bad conditions in many cases. In all the new schools, sanitary indoor closets are installed.

A large percentage of school grounds are entirely unimproved, especially in the new districts. In some cases they are practically useless as playgrounds. In only a few districts have trees been planted. This area has suffered from drought for four seasons and where trees have been planted few have survived. The teacher could often make

an improvement by having the pupils keep the ground worked about the trees. Unless under the most favourable conditions it is useless to plant trees unless they are properly cared for afterwards. Some trustees take a live interest in the grounds but many regard them merely as a place on which to build a school. Lack of time is the usual reason given for neglect of the grounds.

The water supply is a very serious problem in this inspectorate, much of it being strongly alkali. There are, in the eighty-six districts in operation, seventeen ordinary wells, four to which water is drawn from one half to two miles, and two filter cisterns for rain water. Of the seventeen wells, seven do not supply water fit for use. The cause is usually that not enough water is taken out. In most districts without wells it is left to the volunteer efforts of the teacher and pupils to provide a supply. This works well enough where there is a nearby well but too often the results is an insufficient supply. The water is kept in a great variety of vessels. These consist of nineteen fountains (six out of order) twenty tanks, twenty-one open pails and a miscellaneous assortment of cans, jars, bottles, etc. The fountains seem easy to put out of order and difficult to repair. The closed tank cooler gives the best satisfaction. The objection to it is the inconvenience of providing cups.

There is, in many cases, inadequate provision for washing. Where water is brought a mile or two the supply is seldom more than is required for drinking.

During the year I inspected the work of 121 teachers. Of these sixteen were male and 105 female teachers. Fifteen held First Class certificates, fifty-two Second Class, forty-three Third Class, eight permits and three were temporarily in charge without any certificate. The great majority of the teachers are earnest workers, faithfully doing their best for both the schools and the districts, but there are some exceptions. The frequent change of teachers tends strongly to lessen the teacher's interest in the district. Of ninety-eight schools or departments, thirty-five changed teachers at least once during the year while several had three or even four different teachers in that period. The principal causes for the frequent change of teachers are:

(1) Remoteness of the district. Especially in the hilly region many schools are remote from town or railway and receive mail about twice a week.

(2) Difficulty of securing suitable accommodation. The teacher's cottage does not seem to me to meet the difficulty.

The school is usually at a considerable distance from any house, and only married men or widows with children will occupy a cottage. This restricts the choice of teacher to such a degree that I could not recommend the erection of a cottage in the two cases where my opinion was asked. In two districts, teachers reside in separate buildings, (small houses that have been replaced with new ones) and board with the occupants of the new house. This plan gave good satisfaction in both cases. It might be worth trying the experiment of building a two-room cottage so constructed that it could be easily moved and placing it near the house of someone willing to board the teacher. If a change of boarding house became necessary, the cottage could be moved.

Usually there are only one or two possible boarding houses in the district.

(3) Scarcity of teachers. If a teacher becomes dissatisfied for any reason it is an easy matter to get another position.

(4) Unfair criticism of and unwarranted interference in the personal affairs of the teacher. These, besides causing the teacher to leave, work to the serious detriment of the school while she remains.

(5) Summer schools. As indicated below, the short school year greatly reduces the actual salary, and the teacher has to spend two or three months idle at a time of year when holidays are not desirable. In almost every case, teachers who had summer schools were trying to get into yearly schools.

Except in a few cases salaries varied from \$900 to \$1,200, but in many cases these were only nominal salaries. In schools closed in winter the short teaching year reduced these to actual salaries of about \$780 to \$1,030. Salaries depend as much on the kind of district as on the grade of certificate; in a new, remote and thinly settled district a greater salary inducement is necessary to secure a teacher.

General progress is usually least in districts having summer schools and greatest in those yearly schools where the same teacher has been in charge for two or more years.

Arithmetic is generally well taught. Reading, spelling, composition and grammar are more variable, often the reading being lacking in expression. History, geography and literature are seldom satisfactory. This is due to lack of knowledge on the part of the teacher; her reading being too often confined to the text book. A wider range of reading in these subjects is necessary. Art is very poorly taught except in a few cases and except in graded schools, agriculture, manual training and household science can scarcely be said to be taught at all. Physical training is now fairly well attended to and short drills are given daily.

There are no large districts in my inspectorate though their formation is under consideration in three places.

I have two schools in which the pupils are French speaking. In one no French is taught; in the other an hour a day is given to French. The language regulations are being observed. I have also a number of schools where the ratepayers are almost entirely of non-English nationalities. In none of these is any desire shown to have any language other than English taught. In all these schools the people are keenly interested in giving their children a good education. They are willing to do everything possible to make their schools efficient and are ready to pay the price. In not one instance have I found any friction among the ratepayers or between the ratepayers and teachers over school matters.

I used a Ford car in my work and found but little difficulty. I lost two days through car troubles. From the peculiar characteristics of my territory and my ignorance of the roads I was unable to follow any definite system. I just went ahead and when I found one thing would not work, tried something else. The result was much unnecessary driving. Aside from the causes given above my chief difficulty arose from the neglect of secretaries to notify me of the date of holi-

days. This made my work very difficult in July and August. One week I drove 170 miles and found but two schools open.

In my inspectorate there are 98 schools or departments in operation. I took up the work April 1 and inspected 73 departments twice and 22 once. Of the remaining three one was closed when I visited it and the other two are new schools which opened late in the fall. The early snow in October made the roads to these impassible. I visited 13 schools and found them closed and made six visits for purposes other than inspection. I attended very successful school fairs at Caron, Mortlach, and Parkbeg. A school fair was held at Expanse in connection with the Agricultural Fair, but I was not notified of it in time to attend. I interviewed trustees or secretary where possible but the difficulty of finding my way kept me busy and prevented me from doing as much in this way as I would like. However, it brought me into brief contact with a good many ratepayers. I spent two weeks on work for the Department other than inspection work.

I have the honour to be, Sir,

Your obedient servant,

G. D. ROBERTSON.

SALTCOATS, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit the following report on the Saltcoats inspectorate for the year 1919.

The inspectorate comprised six rural municipalities, as follows: Nos. 181, 183, 184, 211, 213 and 241. The last named municipality was added in 1919 in place of municipality No. 152, which was re-joined to the Moosomin inspectorate, to which it more naturally belongs. The effects of this rearrangement were to place sixteen Ruthenian districts in the division instead of twelve largely English-speaking districts and to make the farthest distance to be driven to a school 50 miles instead of 75 as formerly.

On January 1, 1919, there were 101 school districts in the inspectorate and 115 departments. These numbers remained the same throughout the year as no new districts were organised or new departments added.

Every district had its school in operation, except Dressler S.D. No. 3732. No school has yet been built here. Until quite recently there were only seven children in the district of school age and these were attending schools in adjoining districts during the year. Two other children came into the district late in the year. The trustees are not contemplating building a school in the spring.

There is no doubt that the working of The School Attendance Act is having the effect of considerably increasing the number of pupils enrolled and of steadily improving the regularity of their attendance. Especially in foreign districts are these results noticeable. It cannot

but follow that the increase in enrolment and the improvement in regularity will have a strong tendency to reduce the retardation so prevalent in these districts and to a lesser degree in most rural districts. It is not uncommon to find in non-English districts pupils of 11, 12, 13 and even 14 years of age who have not advanced beyond Grade II. The chief cause of this is that they did not commence school until an advanced age. In all likelihood, if the Act had not been in operation, they would not have attended at all.

In fourteen Ruthenian schools the total enrolment was 485 and the total number in the first three grades was 393. Thus 81 per cent. of the total enrolment were in Grades I to III. This may be taken as some indication of the condition of illiteracy that would have prevailed here had the Act not been in force, as doubtless the large majority of these pupils of Grades I to III have been gathered into school by its operation. In foreign districts many of the people, even the trustees, do not understand that it is the duty of the teacher to report pupils for irregular attendance or non-attendance, and suppose it to be spite or prejudice on the part of the teacher, and hence become hostile. This trouble is constantly occurring and will continue until the people understand clearly that their children must be reported. This is one among the many causes of the change of teachers. It is suggested that a small circular be issued explaining the matter clearly and that a number of these be placed in the hands of the secretaries for distribution to the people.

The following schedules give the enrolment and number present on the day of inspection, in rural schools, in town and village schools and in all schools.

RURAL SCHOOLS

Grades	I	II	III	IV	V	VI	VII	VIII	Jr. Form	Mid. Form	Total
Enrolled.....	838	256	329	308	153	93	54	22	1	..	2054
Present.....	680	220	261	228	109	66	39	17	..	..	1620

TOWN AND VILLAGE SCHOOLS

[Grades	I	II	III	IV	V	VI	VII	VIII	Jr. Form	Mid. Form	Total
Enrolled.....	340	136	124	170	83	74	53	37	37	6	1060
Present.....	292	121	115	141	72	61	45	35	32	4	918

ALL SCHOOLS

Grades	I	II	III	IV	V	VI	VII	VIII	Jr. Form	Mid. Form	Total
Enrolled.....	1178	392	453	478	236	167	107	59	38	6	3114
Present.....	972	341	376	369	181	127	84	52	32	4	2538

The percentage of pupils present in rural schools was 78.87, in town and village schools 86.6 and in all schools 81.5.

In many districts trustees display a fine interest in the schools and are working seriously and earnestly for their advancement. In many others the trustees are incompetent, indifferent and neglectful. In some rural districts it seems almost impossible to find three persons who can and will conduct school affairs satisfactorily and the only recourse is to an official trustee.

On the whole there is a gratifying tendency to comply with the law regarding the operation of the schools for the full year of 200 days. Two of the chief difficulties in the way are the character of the buildings and the lack of stabling accommodation. Many of the old school houses are now incapable of holding heat in the coldest weather and need considerable work before being fit for winter use. Even in the case of some of the more recently built ones this matter has not been kept too well in view. During the present winter several instances have come to my notice where the intention was to keep open until late in the year, but it was found impossible to keep the room comfortably warm and the school had to be closed. A good stable is absolutely essential to keeping up the attendance in rural and village schools in cold weather. There were twenty-three schools in the inspectorate without stables. With the above reservation regarding heating in cold weather few school buildings were pronounced unsatisfactory—nine in all. This was mostly due to lack of sufficient accommodation. There is in general a sufficiently complete equipment for ordinary school work. In twenty-seven schools there was insufficient or unsatisfactory blackboard space. In most cases where the area is too small there is no good remedy until the building is remodelled. It is quite rare to find school grounds unfenced and more attention is being paid to orderly and well-kept surroundings although it cannot be said that the planting of trees and shrubs has so far received much attention.

There has been a generally good response to suggestions leading to the improvement of the water supply. Usually there is a sufficiency of good drinking water and washing facilities also are usually provided. The open pail has almost disappeared and has been replaced by the small tank or filter together with individual cups.

Where trustees took early and adequate steps to secure qualified teachers not much difficulty was experienced. The Teachers' Exchange rendered valuable assistance in this direction. The work of 127 teachers was examined. Of these ten held First Class, fifty-one Second Class; fifty-seven Third Class and six Provisional Certificates, while three had no certificates. In two of these last cases the teachers held good certificates from other provinces and were awaiting the decision of the Department as to their standing in Saskatchewan. In the other case it was necessary to insist that the teacher cease work.

The salaries in rural districts range from \$840 per annum to \$1,250 and in urban schools from \$900 to \$1,500. It is necessary to note here that no school in the division contains more than four rooms. There is some slight tendency in rural schools to pay higher salaries for higher qualifications and longer experience. Within the

last two years there has been a marked increase in salaries, especially in rural districts.

It may be stated that teachers as a rule are performing their duties conscientiously and faithfully. The general efficiency of the work may be classed as very fair. The outstanding defects are a failure to arouse the self-activity of the pupils and hence to develop power, the presentation of the matter in a disconnected and unorganised form, lack of preparation, too much text-book work and too little attention to care and neatness in the written work.

The general proficiency of the pupils in the common subjects is not high. Some progress, however, is observable. The prevailing deficiencies here are lack of power to attack a new problem, expressionless and lifeless reading, and vague and indefinite knowledge in such subjects as geography, history and grammar. Composition and spelling show good progress. Writing is generally a weak subject. Civics is receiving more attention. Much work of a fairly satisfactory quality is being done in nature study and agriculture. Manual training is confined to the work outlined for the lower grades. Many fine exhibits of this work were seen at the various school fairs. No schools are equipped for the work in the higher grades. The teaching of household science is mostly limited to the work in sewing, which is taken up in many schools. The noon lunch is gaining in favour and is found in an increasing number of schools. Physical training is taught in practically all schools and is generally fairly satisfactory. Most districts have a school garden and where adequate steps are taken to cope with weeds, gophers, lack of rain, etc., gratifying results are obtained.

There are no large districts in this inspectorate and no instances where pupils are specially conveyed to school.

As a means of conveyance for reaching the schools a Chevrolet car was used. The roads in this division are good and the motor car offers the best means of covering the territory in the shortest time. It also gives opportunities of coming in touch with trustees and ratepayers and of reaching home frequently. In the early part of the year, before the snow goes, as many schools as possible are visited by rail. When the spring opens up and whilst the roads are still poor the nearest schools are visited. Gradually, as the roads improve, the work is extended to the farther districts. The schools near railways are often left to be visited a second time late in the year after the roads have broken up.

During the year an exceptionally large number of difficulties and disagreements arose in districts and much time was spent in investigating and arranging these. Organising school fairs and a special field day at Calder, attending these, and meeting of trustees and ratepayers, correspondence work and making out reports took up the rest of the time not spent in inspection. Thirty-five departments were inspected twice and eighty once, making a total of 150 inspections. Every department in the inspectorate was inspected. When visiting schools an endeavour was made to come into touch with trustees and ratepayers and discuss matters in relation to the school. Very often much valuable and enlightening information was obtained in this way, which put an entirely new aspect on the affairs of the school. Needed improvements

could often be more clearly and effectively impressed on trustees and ratepayers at such times. This was the case especially in the matter of yearly schools and of regular attendance.

School fairs were held at various local centres and a union school fair at Saltecoats. All of these were marked by the large number of the exhibits and their excellent quality and by the interest and enthusiasm of the public. A very successful field day was held at Calder, at which it was estimated that 1,000 children of foreign parentage were present together with teachers, parents and ratepayers from all the surrounding districts.

It is pleasing to learn that the Saltecoats inspectorate will contain the same territory in 1920 as in 1919. This will give the opportunity to follow up the work of the previous year. It will also considerably facilitate the work of reaching the schools as the inspector is familiar with their location and the roads leading to them.

I have the honour to be, Sir,

Your obedient servant,

JAS. ROBINSON.

EAST END. *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to present my report of my duties as inspector and of the schools in the Vidora inspectorate during the year 1919.

The Vidora inspectorate is peculiarly laid out. One part of the south-west corner of the province takes in local improvement districts 20, 21, 22, 52, 50 and municipality 51. To the north-east of this territory it takes in Arlington municipality No. 79 and local improvement district No. 80. To the north-east of Arlington municipality it takes in municipality 109 and to the north-east of this it takes in municipality 138. This territory has Govenlock at the extreme south-west and Webb at the south-east, a distance of about one hundred and fifty miles from one end of the inspectorate to the other.

The main line of the C.P.R. crosses the municipality at the north-east of the inspectorate and the Shaunavon line passes through the south-west part. No use can be made of the line to the north-east and very little can be made of the Shaunavon line. The train leaves Shaunavon three days during the week and returns the following days. All letters are distributed from the Shaunavon Post Office.

At the beginning of the year there were eighty-four school districts. Six more districts were organised during the summer. Webb school only had more than one department. In this school a fourth room is being opened in January. Kemp S.D. No. 2920, Blackhill S.D. No. 3361, Palisade S.D. No. 3763 and Snow Hill S.D. No. 4036 have not yet erected buildings. The reasons for this are the removal of many families and the scarcity of money on account of crop failures. Several schools closed early in the fall on account of not having enough money

to pay expenses. Two schools, Staynor Hall S.D. No. 3682 and Border Line S.D. No. 3873 were not opened during the year. Ten Mile S.D. No. 587 has not been in use for some time on account of there being no pupils in the district.

In the south-west portion of the inspectorate almost all the school districts are having difficulty in getting sufficient funds to pay debentures and current expenses. For three years people have had no crops and many are in a deplorable condition. The one and only hope is a good crop next year and if this fails it will mean financial ruin to the majority. Such a state of affairs cannot help but have a detrimental effect upon the people of the country.

With regard to the attendance, it is approximately 79 per cent. As this is my first year inspecting I am not in a position to say how the attendance compares with that of other years, but I am firmly convinced that if it were not for The School Attendance Act and its being enforced the percentage of attendance in this inspectorate would be very much smaller than it is. In the majority of cases only the warning notice is necessary. When visiting one school I was very much surprised at the number of large boys and girls in grades five and six. On inquiry the principal informed me that many of these pupils never went to school until they were forced to do so by the law.

Many school boards, I believe, would be willing to do a great deal more than they are doing for the schools if finances only permitted them. Few trustees are familiar with The School Act. Few know anything of the grants and necessary qualifications of teachers. Some seem to think that as long as they have a teacher, qualified or not, they are complying with the regulations. At the present time there is very little tendency toward any longer school year. Doubtless this is due to hard times. Only in the villages and one or two schools near the villages do the schools keep open near the 200 days. Most of the schools are short-term schools. This makes it difficult to secure teachers for they naturally hesitate to engage in such schools. The term in these schools is too short as it is, and when perhaps at the beginning of the school term two or three months are lost before a teacher can be secured it leaves things in a very bad shape. Doubtless the school boards are to blame here for trying to get teachers at a low salary and as a consequence they are obliged, at the last moment, to take any person they can get. The majority of schools in this inspectorate start in April, take two weeks holidays in the summer and close in December. This year one school closed in July, another closed in September, and a great many closed in October and November. The reason in all cases was the inability to obtain money.

With regard to the buildings most of them are of the cottage style. They are nearly all new buildings and the majority of them are heated and ventilated by the Waterbury system. In these newly built schools the light comes from the left and back of the rooms. I may say that even though the schools have this system of heating and ventilation some teachers have not enough foresight to see that the ventilation system is working.

Generally the school grounds are of sufficient area but not half of the schools have their grounds fenced. Only one school has had any

success with trees planted. Several have their grounds in shape and have made application for trees for next spring. The school gardens have not been a success. There were only two schools which had anything but weeds grow this year. It is indeed discouraging but they are willing to try again. The people are to be congratulated on their hopefulness and determination to win out. It is evident that very little attention is paid to the improvement of the school grounds beyond what was done when the school was built. Doubtless the attention of the trustees has been called to this by the inspector each year but nothing is done. This is particularly the case with the newest schools. Perhaps this is excusable on account of the enormous increase in expense since the beginning of the war and also on account of having no crops.

The majority of schools have the outside closet with the earth pit. Some of these are far from satisfactory but in most cases they are in fair condition. If the schools were yearly schools and open during the winter then the inside toilet would be necessary. None were screened to keep flies out.

The water supply is one great source of trouble. Not only is it a source of trouble to the school but also to the inhabitants of the country. Throughout the south-west part of the inspectorate there are schools where water cannot be obtained nearer than two or three miles. Farmers have to draw it in tanks and barrels for their own use. Children bring it to school in small pails. This is unsatisfactory because it is warm before they get to school. In some other schools some pupils who drive are paid by the board to bring a can each morning. This seems to be the best method. Another way which some trustees have taken is to place a cistern beside the school and have it filled once a month. This is quite satisfactory for washing purposes but not for drinking.

With regard to drinking fountains most schools have been supplied with them but through the carelessness of the teacher, in a great many instances, they are allowed to become dirty and unfit for use. I may say that with respect to ventilation and the sanitary condition of the drinking water the teachers are more to blame than the trustees. Too often the teacher never gives a thought to either of these important things.

Throughout the inspectorate there were 77 schools in operation during the year. Some of these schools changed teachers at the summer vacation. 92 teachers were inspected during the year by Mr. J. H. McKechnie and myself. Of these, 10.87 per cent. held First Class certificates, 42.39 per cent. held Second Class certificates, 28.37 per cent. held Third Class certificates, 4.34 per cent. held provisional certificates and 15.32 per cent. held no professional standing whatever.

It is gratifying to see that so many teachers held professional certificates. The most of the teachers holding no certificates were engaged in the south-west portion of the inspectorate. As a rule the majority of qualified teachers endeavoured to do as good work as possible. Many were full of enthusiasm and ambition. Some, on the other hand, were disappointing. In different schools teachers were found with Second and First Class certificates, who seemed to have

forgotten all the methods they learned during their course at the Normal School. Many were trying to run their schools without timetables.

In this inspectorate the supply of teachers is inadequate. Only in a few schools did I find teachers who were in the same schools as they were last year. On account of the distance from the railroads and of the poor mail service school boards experience great difficulty in securing teachers. The result of this is that some schools are without teachers until late in the term. With regard to salaries it seems unfair that teachers without certificates frequently draw more money than those with Second and First Class certificates. This gives poor encouragement to teachers to better their standing. School boards in this part of Saskatchewan make application to the Department for teachers at low salaries. They fail to recognise that salaries have gone up and as a result there is time wasted and considerable trouble. Some seem to think that permit teachers and teachers with Third Class certificates are good enough for them, thinking that they can get them for less money.

Under the present circumstances—that is the shortage of teachers and the inability to pay salaries equal to those paid in other parts of Saskatchewan it appears that for the time being we, in this inspectorate, cannot dispense entirely with the unqualified teacher.

Most of the children here are English speaking. There are quite a few French in three schools near Dollard but only one of these has a French teacher and in this school alone is French taught to the pupils during their first year at school. In Zentner school No. 2976 the children are Russian. In the Aldag school there is a mixture of Germans and Russians and in almost all other schools the children are of different nationalities—American predominating.

In common subjects such as reading, arithmetic and writing the progress is fair. In most of the schools where qualified teachers are engaged physical training receives sufficient attention but in schools where teachers with provisional or Third Class certificates are engaged poor work is done. History, geography and composition are poorly taught in the majority of schools. Many teachers have no idea of teaching spelling. The words—sometimes words pupils will never hear in ordinary conversation—are assigned for a spelling lesson and then these are dictated and the pupils write them. In conversation with these teachers I find many of them have no other idea as to how spelling should be taught. Manual training and household science have received no attention. In one school the noon-day lunch is given. School gardening has been attempted in most of the schools but only in two schools throughout the inspectorate had they the slightest success.

There are no large districts in this inspectorate.

My work as an inspector began the first week in July. The conveyance I used to cover my field was a Ford car. Although in some parts of the inspectorate the roads were almost unfit for a car I managed to use one but I did so with considerable damage to it. I shall have to provide myself with a horse for use during the spring months of 1920.

Seventy-nine departments were in operation during the year. All these departments, except Palmersville school, were inspected once, 33 by Mr. McKechnie and the remaining 45 by myself. Palmersville school was closed early in July. I then inspected a second time 11 of those I had already inspected once, and 19 of those inspected by Mr. McKechnie. Visits were made by myself to every district in the inspectorate with the exception of 14 of the schools inspected by Mr. McKechnie, and three districts just organised. On account of the early winter and the distance of these schools from East End, it was impossible for me to inspect them before the end of the year. Two special visits were made to the Avon Heights S.D. No. 3610 in connection with trouble re the school site. A special visit was made to North Bench S.D. No. 4145 re the school site. Two visits were made to Fairwell Creek S.D. No. 4267 re the organisation of a school district. A special visit was made to Olive S.D. No. 3441 re the opening of school in September and also a visit to Vidora to interview the bank in connection with a loan to this district. A special visit was made to Line Coulee S.D. No. 217 re appointing an official trustee and also a trip to the bank at Vidora in connection with a loan to this district. A special visit was made to Border Line S.D. re investigation of financial circumstances. Two special visits were made to Luce S.D. No. 2782—the first, re the closing of the school and the second, re engaging a qualified teacher.

Efforts were made to see one or more of the trustees on my visit to each school. A full report of the school was sent to the secretary after making an inspection. As soon as a list of the secretaries is provided me I shall write each one and help them in any way I can to secure teachers.

On account of my coming to the inspectorate late in the year it was impossible for me to arrange any teachers' meetings or school fairs but it is my intention to have at least two school fairs and a teachers' convention during the coming summer.

In conclusion I beg to state that on account of the peculiar shape of my inspectorate it is difficult to arrange a general teachers' meeting, that it is impossible for the teachers at the north to attend a meeting at the south-west and also as impossible for those at the south-west to attend a meeting at the north-west. I hope that some time in the future it will be arranged that the inspectorate be made more compact and that the teachers will have a centre where they may all meet together and discuss educational affairs.

I have the honour to be, Sir,

Your obedient servant,

FRED W. ROWAN.

Percentage of attendance.....76.55

I can make no comparison between the attendance now and that before the introduction of The School Attendance Act because the earlier figures are not available but in every case, where I have discussed the matter with the teachers, they have expressed the opinion that the Act has had a beneficial effect in stimulating regularity.

Again, on the subject of school administration, my short experience as inspector might not entitle me to a worth-while opinion. In these days, when we are striving to decentralise authority the larger administrative area with one governing body for all the schools of that area, might not meet with the approval of the people. Our present system should foster pride in the home school, local patriotism and a healthy rivalry under the growing influence of the school fair, boys' and girls' clubs and rural education associations. Under conditions as they exist today there is no doubt that the larger administrative areas would lead to better and more uniform conditions in the great majority of schools, but that this will be true tomorrow, I am not so sure.

There is a decided growing tendency toward keeping the school in operation for a longer period. At the present time there are two main objections advanced against yearly schools. The first of these is the added cost of maintenance and the second is the danger to the lives of the children. The first objection is the result of continued drought in this division, which in turn results in increasing difficulty of financing. Once the financial difficulty is removed, by fair crop returns, this objection should be eliminated although I am not sure it will be since some wealthy districts become parsimonious. The second objection is met with mainly in the southern part of the inspectorate where the settlement is more sparse. This objection, too, will gradually be overcome.

This section of the province has been settled so recently that the schools are almost all of the newer approved type and therefore meet the requirements very well. In some cases where local contractors have done the work, what appeared to them as slight changes were made and thereby the proper seating and lighting arrangements were made impossible. This has occurred only where the school board was as ignorant of the requirements as the contractor. Two new schools in this inspectorate have been improperly constructed because of the above reasons. Some method of strict control by the Department should be enforced. There are a few older buildings with windows on both right and left of the pupils and consequent cross lights. This is remedied in part by the use of dark shades on the windows.

The equipment for work in the school is generally satisfactory. If the equipment is poor it is more often than not the fault of the teacher. In many cases where no fence has been built it is due to the lack of funds occasioned by the continued poor crops and to the difficulty of obtaining labour. The dry seasons have also had the effect of lessening improvement along the line of tree planting and school gardening. The Waterman-Waterbury furnace is much in evidence. In some schools the ordinary heater is to be found. Not in all cases are these entirely unsatisfactory.

In some of the newer districts the question of an ample water supply is serious. In many cases each child brings his own supply.

This, of course, cannot meet the needs for drinking and washing. Even as a drinking supply it is unsatisfactory during the hot weather. This difficulty is met, in some cases, by hiring one pupil to bring a supply each day. This, of course, is not entirely satisfactory but seems to be the best plan for the present, in cases where water is difficult to obtain.

Only three schools in the inspectorate were unable to secure teachers at any time during the year. Others were open for short periods only, but many were forced to accept teachers with provisional certificates or permits. Some of these teachers did good work but on the whole they were very unsatisfactory. The greatest disappointment I have experienced in the work has been the discovery that the methods, or lack of methods, employed in presenting the subject matter to the child, are about as varied as the teachers themselves. Teachers, especially the younger ones, who have received their training in the same Normal School, are groping along with no well defined plans. This is more often the case where the teacher has been in several inspectorates. They are driven about by many winds of doctrine. Of the ninety-six teachers whose work was inspected, nine held First Class certificates, thirty-nine Second Class, thirty-six Third Class and twelve permits. From this it is seen that half the teachers in the inspectorate have Third Class or lower standing. To increase the salaries of teachers well qualified in every sense of the term is the only solution to this problem.

Judging from the limited number of schools I was able to visit a second time, I would say fair progress is being maintained in the common subjects. Little is being done in special subjects.

There are no large districts in this inspectorate, although there are several cases where consolidation would be a decided advantage to all concerned.

Up to the present time I have used a single horse and buggy as a means of conveyance. A great disadvantage of this means, especially during the months of July and August, was the scarcity of feed. Very often, after driving all day, I had to turn the horse out on the prairie to feed on the dried grass. The greatest disadvantage was the fact that I was compelled to drive during the hottest period of the day, to reach a second school. With a car, I might have spent more time in both schools and less on the road. On the other hand, in the southern part of the inspectorate, which is rough and hilly, I was able to make many short cuts from school to school, which I could not have made with a car. In travelling with the slower conveyance I came into contact with a larger number of people although there is no good reason why this should be true. In summing up my experiences, I believe that until one is perfectly acquainted with the roads and general conditions in the sparsely settled rougher ranch country, the horse and buggy is the best means of travelling.

In the northern half of the inspectorate no particular plan is necessary for covering the work successfully, but in the southern half I learned by experiences worth having that to reach the schools one must cover longer distances and travel on the north and south roads, branching off, as occasion requires, to the schools. The roads leading east and west are not much used. Practically all roads and trails lead

to the towns along the C.P.R., 40 or 50 miles away. Many of the teachers are marooned in these far-away districts for the whole school term. They are real heroes and heroines.

Seventy-one school districts were inspected once. Of these, six were town districts with a total of 13 departments and 65 were rural districts with one department each. Seventeen districts were inspected, of which one was a town district and 16 were rural districts. A total of 112 inspections was made. Seventeen visits were made where the schools were found closed, 10 for holidays—most of these were afterwards inspected,—three where no school was in operation, one where the teacher was ill and three where the school was closed early on account of cold weather. Nine schools were visited without intention of inspecting. In most of these the districts were new and buildings not yet completed. Four districts were not visited at any time during the six months. Two of these had no school in operation and one has recently been formed.

I was very desirous of visiting and inspecting every district in the inspectorate in the short time at my disposal and so did not keep as closely in touch with teachers, trustees and ratepayers as I desired.

One rural education association was organised before I arrived in the inspectorate. This is a live, going organisation at the town of Woodrow. Under its auspices a most successful school fair was held on September 18. The success of this fair was largely due to the ability and fine working spirit of its officers and the teachers in and around the town. Stonehenge municipality in the north-east corner of this inspectorate, united with Lake of the Rivers municipality, adjoining it on the east and in another inspectorate, and held a school fair at Assiniboia on September 23. This has been the practice for a number of years.

On September 19 a convention of teachers was held at Woodrow on the day following the school fair. A teachers' association was formed and we are laying plans to reach all the teachers of the inspectorate. We hope to extend the school fair work to ensure at least five successful fairs in 1920.

I have the honour to be, Sir,

Your obedient servant,

CHAS. A. SCARROW.

BIGGAR, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit to you the following report of my work in the Biggar inspectorate for the year 1919.

The inspectorate consists of six municipalities, namely, Loganton No. 345, Perdue No. 346, Biggar No. 347, Park No. 375, Eagle Creek No. 376 and Glenside No. 377. These six municipalities lie west of Saskatoon between ranges 6 and 16 and township 33 and the north branch of the North Saskatchewan river. They contain approximately 2,160 square miles. About two-thirds of this area is fairly level plain, consisting for the most part of good farming lands. The remaining third is considerably broken by the Eagle Hills.

On January 1, 1919, there were 92 school districts in this territory with a total of 107 departments. During the year there were three districts established and three departments added to existing districts, thus making the present number of school districts 95 and of departments 110. Two of the new districts have not as yet built schools. These are Olympic S.D. No. 4153 and Fairholme S.D. No. 4225. The reason alleged in the former case is that owing to a range of hills running through the middle of the district east and west dividing the present population into two groups, one north and the other south, there could be no satisfactory agreement on the school site. In the latter case, owing to the districts being erected late in the year and also to the very poor crops, it was deemed advisable to delay the building until 1920.

The regularity of attendance at the schools since the enforcement of The School Attendance Act is very much improved. True, there are still a few parents who seem to make an effort to evade the law and there are still some who do not realise the importance of an education for their children, but I am pleased to say that so far as this inspectorate is concerned these are "few and far between."

The local administration of schools is far from satisfactory. Where there is a board of trustees who have had the benefit of a good education themselves we find satisfactory conduct of school affairs, but such a board is the exception rather than the rule. In too many cases there is a manifest lack of interest in the school and a lack of appreciation of the responsibilities placed upon them as trustees. Often the administration of the school is left largely in the hands of the secretary-treasurer. In some few cases this works out well enough and if the secretary is interested in school matters suggested improvements are readily secured, but as a rule the recommendations of the inspector are slow in being carried out.

Petty, personal quarrels between trustees and ratepayers also interfere to some extent with the best interests of the school and are often of such a nature as to cause the teacher to resign with a consequent loss of many school days before another teacher is secured, thus reducing to a short-term school one that was intended to be in operation the full year. There is a growing desire on the part of the people generally for full term schools. Many of the schools in this inspectorate commenced the year with the full purpose of operating for at least 200 days,

but owing to the exceptionally early winter and the consequent falling off in attendance several schools closed a couple of months earlier than was intended. The problem of getting the young children to school in the winter months is a difficult one to solve.

School buildings are for the most part satisfactory so far as heating and ventilation are concerned. There are a great number of schools which have defective lighting and are built in such a way as to make it almost impossible to remedy the defect. But where it is possible there is a commendable desire on the part of trustees to remedy it.

The equipment of schools is very satisfactory, except possibly in the matter of seating. Boards of trustees rarely refuse to supply anything that is shown to be essential.

There is much to be desired yet in the matter of the improvement of school grounds. Very little has been done to beautify these and in the majority of cases where trees or shrubs have been planted there is a distressing lack of care with the result that a great many more trees have died than have lived and thrived. There is nothing so disheartening as to see on one's approach to the school the tree belt or fireguard growing up a dense forest of weeds, sometimes as high as the fence and little or no effort being made by the teacher, pupils, trustees or anybody else to keep them down. As to the question of water supply it can be said that many boards of trustees have made splendid efforts to secure water on the school grounds. Many hundreds of dollars have been spent in some cases and the only reward has been water unfit for drinking purposes. Others had, to their great delight, secured good water but after a time for some reason or other the water became bad. In any case there has been considerable effort made to get water and large sums of money spent in the effort with rather discouraging results. Many boards have arranged for a fresh supply of water to be brought every day from the nearest farm house but in several places the children bring water or milk or tea from home.

I have recommended in some cases that eave-troughs be put on the school houses and a large tank provided for the catching of the rain water. It seems to me that by some arrangement of this kind sufficient water might be secured for washing purposes at least.

The supply of properly qualified teachers is still short. All of the schools in this division were supplied but a number of provisional certificates were granted. The work of teachers generally was quite good. For the most part they were earnest and conscientious and were making splendid efforts and getting good results, though frequently surrounded by many drawbacks and discouragements. Trustees and people, too, in our rural communities need a good deal of educating yet in order to make conditions as they ought to be for our rural teachers. Of the teachers whose work I inspected during the year there were 16 who held First Class certificates, 63 who held Second Class, 42 Third Class and four provisional.

The salaries of teachers have improved considerably during the year. Particularly is this the case in the rural districts and this is as it ought to be. The work, as a rule, in the rural schools is much more difficult than in the average graded school and consequently the pay should be better. There is still room for improvement, however, and

if the upward tendency continues there may be some inducement for our best teachers to seek the rural school, where they are needed most.

As stated above, the general work of the teachers is very good. This is shown in the very noticeable progress made by the pupils in the various subjects of the course. In the rural schools special subjects, such as manual training and household science, receive little or no attention. Agriculture and school gardening are receiving a fair share and there seems to be a growing interest in this phase of school work. Many schools laid out and planted gardens but owing to the very dry season not many of them turned out well. Where water was available there were good gardens. The best school garden in this inspectorate was at The Park Lake S.D. No. 3511, (Miss Emma Currie, teacher). Physical training is given a prominent place in many schools, but there are many teachers who seem to be unable to handle this work satisfactorily. Of the common subjects of the course reading and arithmetic are being well taught. History, grammar, geography, spelling and writing are very indifferently taught. This is due largely to lack of ability on the part of the teachers to discriminate between important and unimportant factors or lack of appreciation of the chief purpose or aim in teaching these subjects. A lack of preparation is also very frequently noticeable. The large number of classes in charge of one teacher makes it very difficult even for the best teachers to do justice to all the common subjects or to herself or the pupils. The people are becoming more and more aware of these conditions and are desiring to find a remedy. There are groups of people here and there who are strongly in favour of the consolidation of rural schools. As yet there are none of these districts in this inspectorate and until it can be clearly demonstrated that the greater outlay of money entailed in consolidation is a better investment than in our present system, people will be backward in taking it up.

I use a Ford car in the work of inspection. The chief advantage of the car is that much less time is spent on the road and greater distances can be covered in a day. The chief disadvantages are the expense of upkeep and the quick depreciation in value of the car, also the fact that it cannot be used much in the winter. In order to cover the entire territory certain convenient centres are selected from which the schools surrounding may be reached. During the past year these centres have been the towns and villages in the inspectorate. I am of the opinion that if suitable rural centres can be secured where the inspector could make his headquarters for a week at a time there would be something to gain in getting better acquainted with school officials and the people in general.

On work other than inspection I was ten days in Yorkton in connection with the practice teaching work at the close of the Normal school in March, 19 days assisting in connection with Grade VIII examination papers in Saskatoon in July, 15 days driving Miss Jean Urquhart to the schools surrounding Biggar in connection with the inspection of hygienic conditions and health of the pupils, (in most schools thus visited it was inconvenient to conduct my inspection at the same time), and 12 days reading essays of teachers. During the year I was able to cover the whole inspectorate once and part of it

twice. The early onset of winter upset my plans for covering the territory twice. In all I inspected 48 departments once, 60 twice and two not at all. In one case the school was not in operation at all during the year. In the other case the school did not open until July and I was unable to get to it after that date, having visited this district twice in the spring.

This being my first year at inspection work my chief aim was to get acquainted with the schools of the inspectorate and consequently I did not meet as many of the trustees as I should have liked. When visiting rural schools I made it a point to see the secretary-treasurer of the district and sometimes I was able to meet the whole board. As yet I have no fixed policy for keeping in touch with trustees, ratepayers and teachers other than through the regular reports to schools on my inspection. Recently I had a printed circular letter sent out to all short-term schools to be read at their annual meeting. This circular dealt chiefly with the importance of keeping schools open the full year. It remains to be seen what effect this will have.

During the months of September and October five successful school fairs were held in this inspectorate. These were held at Biggar, Perdue, Asquith, Sonningdale and Delisle. A very decided interest was shown in these fairs, not only by the pupils of the schools concerned but by the public generally. In connection with these fairs there were several boys' and girls' clubs which made exhibits of colts, calves, pigs and poultry. If properly organised and carefully conducted these annual fairs should wonderfully quicken community interests and tend to social betterment. On the 18th and 19th of September a very enthusiastic teachers' convention was held in Biggar. About 60 teachers availed themselves of the opportunity of being present and judging from general comments and suggestions there was an unmistakable uplift. Miss Jean Browne, Director of School Hygiene, and Miss Isabel Shaw, Acting-Director of Household science, were both present and added much to make the convention enjoyable and profitable.

From the middle of April until the 8th of October the weather was all that could be desired for travelling purposes. Only once during that time did I fail to reach my objective on account of bad roads. After the 8th of October I was able to use the car but very little and as a consequence a number of rural schools were not reached the second time. The possibility of making a second inspection in each year will, I am sure, make the work of inspection much more efficient, particularly in the matter of improving school buildings and grounds and becoming acquainted with school officials and people generally. There is throughout the country a very wholesome attitude toward educational matters and this attitude should be fostered and kept healthy by the inspector. There is a growing feeling that the best is none too good for the rising generation. This feeling should be aroused to action and find expression in better school buildings, more sanitary surroundings, better equipment for all round development, better and larger play-grounds and better teachers.

I have the honour to be, Sir,

Your obedient servant,

W. J. SMALL.

MORSE, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit for your consideration the following report on the Morse inspectorate and my work therein for the year ending December 31, 1919.

This inspectorate comprised rural municipalities Nos. 104, 105, 134, 135, 164, 165, 195, except the north-east township thereof, and that part of 194 lying south of Thunder Creek.

In this area at the beginning of the year there were 102 school districts with a total number of 113 departments. During the year there were three new districts organised and one old one was disorganised making a net increase of two for the year. Three new departments were opened, one in the town of Morse, one in the village of Ernfold and one in the rural district of Stewart. In three districts no school has been built. One of these, Lawtonia S.D. No. 3832, has been organised some three years but owing to the removal of several families there are very few children in the district and as the Gravelbourg extension of the C.N.R. passes through the south-west corner of it and a new townsite is located in this part, I have not urged the building of a school as it will probably be necessary to have a school located in the new village in the near future, leading possibly to some alterations in the boundaries of the district. From the two other districts the children are conveyed to, and educated in, neighbouring schools.

The school attendance was on the whole satisfactory. The average attendance upon the day of my visit in rural schools was 85.3 per cent. of the enrolment. While this is no doubt considerably higher than the actual average attendance for the year yet it indicates a marked improvement over the preceding years. This improvement is, I believe, due to two causes; first, the operation of The School Attendance Act and second, an increased interest in educational affairs among the people generally. Unfortunately, it is still true that many children leave school at the age of fourteen years irrespective of the grade in which they may be. I am of the opinion that it would be wise to make compulsory half-time attendance for all children over fourteen years until such time as they have completed the eight grades of the public school course or reached the age of eighteen years.

The present system of school administration by local school boards is not satisfactory. In many cases petty local jealousies and disputes, or the incompetency or indifference of the trustee boards, act most unfavourably upon the efficiency of the school. On the other hand there is a steadily increasing interest in educational affairs and many trustees are most capable and efficient. I believe that more schools have been in operation for the whole year than ever before and this in spite of serious crop failures during the past three years. It is very difficult in some of the newer regions to maintain winter sessions, especially in the hilly regions. These schools are frequently in lonely situations and with the winding unfenced trails it is actually dangerous for some pupils to attend during the stormy season.

The new schools built during the year are very satisfactory and are generally well equipped. One notable example is the new school in the village of Ernfold. This is, without doubt, one of the best two-roomed schools in the province and is splendidly equipped in every way. At the meeting held in March which was attended by Mr. R. F. Blacklock, Registrar of the Department of Education, and myself, the ratepayers expressed a united wish for the best two-roomed school that could be erected and the trustees have faithfully carried out their desire. This building is in every way a credit to the village and to the district.

In many of the rural districts the toilet arrangements are unsatisfactory but the new schools and some of the older ones have installed sanitary closets. Very few schools have supplied adequate facilities for washing purposes. It has been much less difficult to secure qualified teachers during the present year than in 1918. During the first part of the year a number of schools were unable to secure teachers, but at the end of the Normal School sessions this difficulty was largely overcome.

There has been a decided decrease in the number of teachers holding provisional certificates. In 1918, twenty-seven such certificates were issued for the schools in this inspectorate, while this year I found but eight schools in charge of teachers having such standing. Two of these teachers were doing good, two fair and four poor work. Of the two classified as good, one was a graduate of the Saskatchewan University and the other an American teacher with twelve years' experience. The quality of the teaching has varied very greatly, but has probably been about on an equality with that of former years.

Teachers' salaries in the rural schools vary very considerably but generally from \$1,080 to \$1,200 per year in this inspectorate and there is no noticeable difference made by the trustee boards in the salaries paid to the teachers holding different grades of certificates, a teacher with a provisional certificate frequently receiving as large a salary as one with a first class certificate. In two of the town schools the principals receive \$1,800 and these are the highest salaries paid in my inspectorate. While \$1,200 is probably adequate remuneration for the second class teacher just entering the profession yet it is hopeless for us to expect to secure and retain many men of proper mental equipment and training until the higher city and town positions yield a financial remuneration more commensurate with that yielded by the higher positions in the other professions.

The common subjects are being taught very well. In many cases through faulty methods of instruction, especially in reading, pupils are kept too long a time in the primary grades. Arithmetic is fairly well taught but many teachers require work involving a great deal of mechanical labour and very little exercise of the pupils' reasoning powers. There is a marked improvement in the teaching of writing. History and geography are generally poorly taught, the majority of teachers having apparently little knowledge of the subjects beyond that found in the school text. Lessons in these subjects which should be amongst the most interesting in the day's work frequently degenerate into mere exercises of the memory. Agriculture receives systematic

attention in very few schools, the majority of the teachers appearing quite unqualified to handle this subject. With some most notable exceptions the school garden has been a failure. Very few teachers use the garden as a means of instruction but are quite satisfied to have their pupils plant a few seeds and then trust nature to produce some flowers and vegetables.

The work in domestic science shows some improvement. Needlework is frequently taught in the rural and quite generally in the town and village schools. The hot noon lunch has become a regular institution in a number of rural schools and the town of Herbert instituted the hot lunch this year much to the gratification of the parents and pupils. The town of Morse has a small but well equipped room for the teaching of domestic science. This town has also a manual training department, the only one in my inspectorate. Morse also added a kindergarten department to their school this year where most efficient work is being accomplished.

The work in physical training is generally taught and in a fairly efficient manner throughout the inspectorate.

I have no large districts in my inspectorate although consolidation is being seriously considered in Morse and the adjoining rural districts.

During the present year I was engaged in Normal School work in Regina until the end of April. I was also absent from my inspectorate for over three weeks in June and July owing to the illness and death of a relative. This, with the early winter, naturally shortened the time that I was able to devote to the inspection of the schools in the rural part of my division. It is my custom to visit all schools that I can reach by rail during the latter part of the winter and the early spring and again in the months of November and December. This permits me to devote the more favourable part of the year to the rural schools. For this latter work I use as a conveyance an automobile. The car has the disadvantage of being unserviceable during the rainy weather, but permits me to readily visit the districts whenever the need may arise and also to attend trustee or ratepayers' meetings, school fairs, etc., even if held at considerable distances from my centre, without undue loss of time and energy.

There were 116 departments in operation in my inspectorate during the year, of which 97 were inspected once and 17 twice, while two were not inspected. One of those not inspected was a rural school that was not in operation during the second term and the other was the second department in the village of Ernfold that was in operation for a few weeks only at the end of the year.

The Morse Rural Education Association was organised during the year, and a very successful school fair was held by the association on October 9th, followed by the teachers' convention on the 10th. We received most acceptable and able assistance from Miss Jean Flatt, of the Department of Education, and Mr. J. Huff, of the Regina Normal School. This association covers three municipalities centering in the town of Morse. It is my hope to organise the more southerly of these municipalities, No. 135, in a separate association during the coming year, as a railway is under construction through it, with a new town-site which should become the natural centre of the districts in the

south. A school fair was also held in Erinvale S.D. No. 3271 at which five rural schools were represented. A children's fair was also held in Bothwell S.D. No. 2889. Steps have also been taken for the formation of school fair associations at a number of other centres in the inspectorate during the coming year. I have not found the larger or central school fair sufficiently effective to warrant the expenditure of money or energy required to conduct it. It has a tendency to become a teachers' rather than a children's fair, as it is impossible for the children from a distance to attend it, and in future I intend to encourage the formation of many smaller fairs in convenient centres.

Through personal interviews with teachers, trustees and rate-payers, through correspondence and by attending, when possible, rate-payers' meetings, school picnics and similar social events connected with school activities, I have endeavoured to keep in close touch with the division and believe that results have been achieved in an awakening of public interest in educational affairs, in lengthened school terms and in an improvement in the buildings and equipment in a number of districts.

I have the honour to be, Sir,

Your obedient servant,

J. W. SMITH.

BALCARRES, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—In accordance with your instructions I beg to submit the following report of my work for the year 1919.

Extent of Inspectorate.—My inspectorate was situated north of the Qu'Appelle river between ranges 6 and 16 and between townships 18 and 28. It comprised seven rural municipalities, namely, 185, 186, 215, 216, 217, 246 and 247. It contained 97 districts with schools of one department and nine districts with schools aggregating 26 departments.

During the year one new district, Lake Mona, was organised and two districts, Walkerville and Lunnville, were each divided into two districts by a line running north and south. The western portions of each retained the old names and the east parts took the names of Bon Accord and Church Hill respectively. The districts of Abernethy and Balcarres each added one department to their schools. The following five schools were built and opened for the first time: Headlands, Sambov, Spondon, Tarnoville and Freeland. Schools have not yet been built in the districts of Deter Lake, Bon Accord and Lake Mona, but will be built early this year. In two districts, Touchwood and Shawlands, there have never been sufficient children to warrant opening a school and it would be advisable to have these districts disorganised.

School Attendance.—The following schedule will show the enrolment, the actual attendance and the percentage of attendance of all rural and urban schools on the day of visit.

Grade	Rural			Urban			Total		
	En-rolled	Pres-ent	Percent-age	En-rolled	Pres-ent	Percent-age	En-rolled	Pres-ent	Percent-age
I.....	1,017	738	72.56	282	206	73.04	1,299	944	72.67
II.....	346	266	76.87	131	117	89.31	477	383	80.29
III.....	384	288	75.	144	116	80.55	528	404	76.51
IV.....	302	212	70.19	95	86	90.52	397	298	75.31
V.....	179	136	75.97	115	93	80.86	294	229	77.89
VI.....	93	62	66.66	71	57	80.28	164	119	71.95
VII.....	77	50	64.93	39	35	89.74	116	85	73.27
VIII.....	32	24	75.	61	51	83.6	93	75	80.64
Totals.....	2,430	1,776	73.08	938	761	81.13	3,368	2,537	75.32
Junior Form...	10	8	80.	41	37	90.24	51	45	88.21
Middle Form ..	1	1	100.	11	11	100.	12	12	100.
Totals	11	9	81.81	52	48	92.30	63	57	90.47
Grand totals..	2,441	1,785	73.12	990	809	81.71	3,431	2,594	75.60

The following schedule shows a comparison of percentages of attendance based on the total number of pupils enrolled on the day of inspection for the years 1917, 1918 and 1919.

COMPARATIVE PERCENTAGE OF ATTENDANCE

Grade	Rural			Urban			Total		
	1917	1918	1919	1917	1918	1919	1917	1918	1919
I.....	73.49	78.33	72.56	81.86	82.72	73.04	75.59	79.46	72.67
II.....	72.27	80.75	76.87	81.72	91.97	89.31	75.17	84.34	80.27
III.....	77.04	79.39	75.	83.96	82.75	80.55	79.52	80.63	76.51
IV.....	77.74	76.76	70.19	83.87	87.21	90.52	78.22	80.00	75.31
V.....	75.52	73.51	75.97	83.48	94.82	80.86	78.40	82.77	77.89
VI.....	67.02	79.44	66.66	84.50	94.	80.28	74.54	84.07	71.95
VII.....	70.	74.07	64.93	87.09	90.90	89.74	78.68	78.94	73.27
VIII.....	78.72	71.43	75.	93.22	88.63	83.6	86.79	81.81	80.64
Junior Form.....	68.75	70.	80.	95.55	81.13	90.24	88.52	79.36	88.21
Middle Form.....	..	..	100.	100.	90.	100.	100.	90.	100.
	73.39	75.96	75.71	87.52	88.41	85.71	77.14	80.92	79.67

From the foregoing schedule it may be seen that the percentage of attendance in the year 1919 is lower than in either of the two preceding years. At first view this looks unsatisfactory but it is not

necessarily so, as it is largely accounted for by a change in the system of enrolment. For example, in 1917 a new enrolment was made each month and only those children who actually attended school during that month were enrolled. This, of course, gave a high percentage of attendance when as a matter of fact the attendance might have been poor. In 1918 a few schools, but not many, adopted the new system of enrolment whereby all the pupils who should be attending school were enrolled whether they were attending or not. This, of course, would lower the percentage of attendance even though the actual attendance might be better. In 1919 all schools adopted the new system hence we see a drop in the percentage. In spite of the tendency of the percentage to drop a little in 1918 and a great deal in 1919 this was not always the case, as may be seen from the following schedule which shows the average percentage of attendance for the first few months of the years 1917, 1918 and 1919 in the 20 schools in the Abernethy municipality.

SCHOOLS IN ABERNETHY RURAL MUNICIPALITY No. 186.

Year	Average percentage of attendance
1917.....	81.35
1918.....	82.05
1919.....	85.70

As this is a typical illustration of school attendance, one is safe in saying that the actual attendance in our schools has improved considerably since the inauguration of the compulsory educational legislation in May, 1917.

Local School Administration.—Local school administration is by no means the best system of administration, but it is giving fairly good satisfaction and I doubt if the time is yet ripe to make any change. At present there is apparently no demand on the part of the trustees or the people for a municipal system and I do not think that either have ever seriously considered the advisability of a change. However, if a change were made there would probably be no objection to it. As the law improves with regard to the length of time schools must be kept in operation, the schools naturally respond and are being kept open for longer periods each year. In the majority of cases the trustees seem to be doing their best to comply with The School Act but they find it difficult to keep their schools in operation throughout the whole year for one or more of the following reasons: (1) They are unable to secure and keep a teacher owing to the scarcity of teachers or to the fact that there is no suitable boarding place or teacher's residence in the district; (2) the buildings are sometimes not sufficiently well built for winter use, and (3) the people are often careless about sending their children to school in cold weather. The children may be too young to walk to school and the parents disinclined to convey them. In a few cases where trustees have tried to evade the law, the appointment of an Official Trustee has had a very salutary effect.

Buildings.—The buildings on the whole are good and the people take a pride in them. During the year five new schools were built in the following districts: Kelliher, Hubbard, Goodeve, Katepwe, Spondon, Sambov, Freeland, Headlands and Tarnoville. A few of the old schools are now too small and will have to be replaced by larger ones. Among this number the following might be included: Duck's Point, Rosewood, Ulmer, Foster, Eskdale, Ituna, Birmingham and Weissenberg. Districts with unsatisfactory or insufficient equipment were as follows:

(a) Unsatisfactory school toilets.....	52
(b) Insufficient or unsatisfactory blackboard.....	30
(c) Insufficient or unsatisfactory seating.....	34
(d) Unsatisfactory water supply.....	46
(e) Unsatisfactory heating.....	16
(f) Unsatisfactory lighting.....	11
(g) No stable (rural and village).....	15

With reference to the foregoing tabulation I might say that there is *great need* for better sanitation in the school toilets as some of them were in a filthy condition and were a positive menace to the health and morals of the children. It is to be hoped that the teaching of hygiene will bring about a more satisfactory condition of affairs along this line.

The school grounds are fairly satisfactory. Most of them are fenced and some are set out with trees and gardens, but on the whole not nearly enough attention is given to them. The following schools had good gardens and were awarded School Garden Certificates: Kenlis, Katepwe, St. Joseph de Dauphinais, Baber, Mariahilf, Millersdale, Yola, Crescent Bluff, Eastward, Kelliher, Leross, Balrobie, Doverley, Fenwood, Gardiner and Kenningsberg.

The playground equipment is meagre but it is steadily improving. About 75 per cent. of the schools have erected swings and a few have provided for various outdoor games such as baseball and football. It is to be hoped that the schools will go on with this good work until they have secured a complete equipment of play apparatus.

On the whole, I find school boards fairly reasonable in following out my suggestions as regards the purchasing of equipment for their schools and in making them warm and comfortable, but they have not yet realised the great importance of good sanitation and good environment.

Teachers.—During the year the work of 140 different teachers was inspected. Of this number nineteen held First Class certificates, seventy-five Second Class, thirty-nine Third Class and seven provisional certificates. Of the qualified teachers, eighty had received their training in Saskatchewan, sixteen in Ontario, eight in Manitoba, seven in England, six in New Brunswick, six in Prince Edward Island, five in Nova Scotia, two in the United States, one in Wales, one in Scotland and one in Alberta. The number of married teachers was twenty-three—sixteen men and seven women. In nearly every case these teachers were doing exceedingly good work in their schools. The supply of teachers in the first few months of the

year was not quite equal to the demand and the result was that a few schools were not able to open until late in the spring. Some of the schools in the non-English-speaking districts were unable to get qualified teachers and had to accept the services of unqualified ones. As the percentage of First and Second Class teachers was somewhat higher than in preceding years, the work was much better on the whole, for the higher the academic and professional standing of the teacher, the broader is his outlook. Notwithstanding this, however, and in spite of the fact that the teachers are doing faithful and conscientious work in the schools, several things militate against efficiency. (1) The short tenure of office. In this connection I might say that thirty-four rural schools out of ninety-four and eighteen departments out of twenty-six in village schools changed their teachers during the year. This high percentage is rather alarming and is hard to account for but doubtless the spirit of unrest and the lack of real interest in school work are responsible for much of it. (2) The youthfulness of the teachers. Many of them are only boys and girls in their teens. (3) The teachers fail to appreciate the limitations and capabilities of their pupils owing to their lack of knowledge of psychology or their inability to apply its principles. To my mind teaching will not be placed on the highest pedestal until apprenticeship gives place to skilled labour and until teachers are willing to remain for several years in one school.

In view of the fact that nearly all teachers improve with age and experience and to encourage them to remain longer in the profession, I would suggest that the Department grant them a bonus according to their length of service in the province and in their own particular schools. I would also suggest that married teachers be granted an additional bonus in order to enable them to cope with the high cost of living which is felt more acutely by them than by those not married. This bonus should be graded the same as the other.

The following schedule will give an idea of the salaries paid to the 140 teachers in my inspectorate during the year:

Certificate held	Salary per annum								Total
	\$900	\$1,000	\$1,100	\$1,200	\$1,300	\$1,400	\$1,500	\$1,600	
First.....	3	1	1	8	2	..	2	2	19
Second.....	20	22	16	15	..	1	1	..	75
Third.....	9	13	5	9	1	2	..	..	39
Provisional.....	1	3	1	1	1	..	..	..	7
	33	39	23	33	4	3	3	2	140

Note.—1. Salaries occurring between two multiples of 100 have been placed in the column of the lower multiple.

2. Some of the salaries quoted above were increased during the year.

General Progress of Pupils in School Work.—The following schedule will show the general standing of the pupils in the 93 rural schools and the 28 village schools in my inspectorate on the day of inspection:

Excellent	Good	Fairly good	Fair	Poor	Total
0	39	46	27	9	121

The following schedule will show the progress that was being made in school work in the common and in the special subjects of the Course of Study:

Common subjects	Progress	Remarks
Reading.....	Good.....	Sometimes mechanical and lacking in expression. More eye and voice training needed.
Writing.....	Good.....	Exercise books generally neat and well written.
Arithmetic....	Good.....	Tendency to give too much abstract work and to accept solutions that are too short.
Spelling.....	Good.....	Usually heard—not taught.
Literature....	Good.....	Pupils often get the meaning but not the interpretation of the selection.
Composition..	Fairly good.	Not enough careful oral work and not enough direct teaching.
Grammar.....	Fairly good.	Too formal—too much emphasis placed on parsing and too little on analysis.
Geography....	Fair.....	Too bookish—not enough objective and comparative work. Memory taxed at the expense of the other faculties.
Civics.....	Fair.....	Should inculcate the spirit of good citizenship.
History.....	Poor.....	Not enough ground covered. Poor perspective. Knowledge not properly assimilated. Not enough practice in the training of the moral judgment.
Art.....	Poor.....	Too mechanical. Imagination not trained.

Special subjects	Progress	Remarks
Physical training....	Good.....	Receiving good attention.
Singing.....	Good.....	More attention should be given to the production of clear open notes.
School gardening...	Fairly good	Ninety-seven schools attempted it with varying degrees of success. Sixteen of these schools did successful work and were awarded diplomas.
Manual training....	Poor.....	Not many schools attempting it.
Household Science....	Fair.....	About thirty per cent. of the schools have introduced this subject and in about twelve schools noon lunches are served.
Agriculture....	Fair.....	Too theoretical and bookish.
Hygiene.....	Fair.....	Just getting started. Will look for better results in 1920.

Large Districts.—There are no consolidated school districts in this inspectorate.

Work as Inspector.—During the months of January and September I was in the east on account of illness in my family. In the month of February, March and April, I was in Regina assisting in the work of the Third and Second Class sessions of the Normal school. The rest of the year was spent in visiting and inspecting schools, arranging for school fairs and conventions and in doing other work of an educational character. On May 29 and 30 I drove Mrs. Shaw, school nurse, out to several schools where she inspected the children. On June 3 I attended a large union school picnic at Lake Katepwe, in which over 25 schools participated. On October 3 I attended school fairs at Neudorf, Lemberg, Abernethy and Balcarres. On October 9, 10 and 11 I attended the general school fair and teachers' convention at Balcarres. On December 22 I presented a Red Cross Diploma to the Hayward school for having raised the largest sum of money of any school in the inspectorate for The Schools' Red Cross Fund during the year 1918. All the school fairs were quite successful in point of exhibits, attendance and interest.

The teachers' convention and school exhibition was also a great success. About 75 teachers were present at the different sessions. The general public turned out in large numbers to see the exhibits and hear the addresses given by the following educationists: Mr. A. H. Ball, Deputy Minister of Education; Mr. A. S. Rose, of the Saskatoon Normal School; Miss Jean Hay, of the Regina Normal School; Miss Jean Browne, Director of School Hygiene, and Dr. R. A. Wilson, of the University of Saskatchewan. At the close of the convention hearty votes of thanks and appreciation were extended to the above for their interesting and inspiring addresses and for the valuable assistance which they gave to the teachers throughout the convention. The following resolutions were also passed: 1. "That the Government of Saskatchewan be informed that the Balcarres Convention of 1919 expresses a desire to have The School Attendance Act so amended that compulsory attendance will apply to all scholars in grades lower than VIII, regardless of age, distance from school and other minor considerations." 2. "That more medical attention be paid to the public school children and that the number of school nurses be increased and the system so amplified that the physical defects of our school children will meet with more attention."

During the year sixty-six schools of one department were inspected once, twenty-five twice and two three times. Of those of more than one department, eight departments were inspected once, eighteen twice and two three times. The total number of inspections was 172. Only one school in operation during the year was not inspected. This was the Tarnoville S.D. No. 4101. At the time of my first visit it was being built and at the time of my second visit the trustees had not yet secured a teacher.

In travelling about my inspectorate I used a Ford runabout. The advantages of a car are as follows:

1. It is cheaper than a horse and rig.
2. It enables one to travel longer distances in a day and to visit more trustees and ratepayers.
3. One can return home oftener.

4. One can select better stopping places.
5. One has more time for correspondence.
6. It is a more comfortable method of travelling and one is not so tired after a day's work.

The disadvantages are:

1. It is not much use in the winter time.
2. One is sometimes held up by stormy weather and bad roads in the spring and fall.
3. One is sometimes tempted to hurry on to the next school instead of remaining longer in the district.
4. One is sometimes put to considerable expense in hiring liveries when the car is out of commission or when the roads are bad.

The system followed for covering the entire field is as follows:

1. I visit and inspect all my town and village schools in April and May.
2. I visit yearly country schools in June.
3. I visit summer schools in July and August.
4. I complete the rural schools and visit many of them a second time.
5. I visit the town and village schools a second time.

My policy for keeping in touch with trustees, ratepayers and teachers is as follows:

1. *Trustees.*

- (a) When visiting a district I make it a point to meet as many of the trustees as I can and discuss school matters with them.
- (b) I send them a report of my visit to the school.
- (c) I often correspond with them about school matters.
- (d) I meet them at school fairs and teachers' conventions.
- (e) I sometimes attend their meetings.

2. *Ratepayers.*

- (a) I visit as many of them in their homes as I can.
- (b) I meet them at school fairs, teachers' conventions and union school picnics.

3. *Teachers.*

- (a) By letters and circulars.
- (b) By visits to the schools.
- (c) By means of school fairs and conventions.

I encourage yearly schools:

1. By seeing the trustees personally.
2. By corresponding with them.
3. By encouraging them to build stables and teacher's residences, and to make all their buildings warm and comfortable.
4. By reporting obstinate boards to the Department and asking the latter to bring pressure to bear on them.
5. In some cases by the recommendation of the appointment of an Official Trustee.

I encourage regular attendance:

1. By encouraging teachers (i) to make their school work so interesting that pupils will not want to stay at home, (ii) to have plenty of play apparatus and to get the pupils interested in games, (iii) to visit the parents and enlist their sympathy and co-operation and (iv) to be careful and punctual in making out their reports to the Chief Attendance Officer.

2. By giving addresses at public meetings, school concerts and picnics.

3. By soliciting the co-operation of trustees.

School gardens are encouraged:

1. By recommending trustees to fence their property, prepare the grounds and provide equipment.

2. By getting the teachers interested in the subject.

3. By means of prizes at school fairs.

4. By getting municipal councils to grant prizes for the best school gardens in their municipalities.

5. By always carefully inspecting the garden.

6. By issuing school garden diplomas to schools having successful gardens.

Community enterprises are encouraged:

1. By recommending teachers to hold public examinations once or twice a year.

2. By recommending school picnics in summer and school concerts in winter.

3. By recommending the organisation of Mechanics' and Literary Institutes, Literary and Debating Societies, night schools and clubs of various kinds. In this connection I might say that two or three night schools are being conducted in my inspectorate.

General Comments on the Work of Inspection.—Inspectors would be able to do more efficient work:

1. If they were granted two or three months each year for professional reading.

2. If they were furnished with standard measurement tests in the various subjects.

3. If they were relieved of some of their secretarial work.

4. If pamphlets illustrating plans and methods of conducting type lessons in the various subjects were printed and placed in the hands of each teacher.

Schools would be able to do more efficient work if:

1. All schools were made yearly schools.

2. Proper sanitation was compulsory.

3. An adequate amount of play equipment for boys and girls was compulsory.

4. School boards were financially assisted in the building of residences for their teachers.

5. Bonuses were granted to teachers for length of service.

6. Medical and dental inspection of children were compulsory.

7. The age and standard at which a pupil could leave school were raised.

8. The clauses relating to compulsory education were made more stringent so that parents would not hesitate a moment about sending their children to school. At present, I have in mind a number of parents, who deliberately keep their children out of school and who laugh at the smallness of the fine imposed on them for so doing.

I have the honour to be, Sir,

Your obedient servant,

W. E. STEVENSON.

OXBOW, January 1, 1920.

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit for your consideration the following report of the Oxbow inspectorate for the year 1919.

Extent of Inspectorate.—There was no change in the boundaries of this inspectorate from those of 1918. The inspectorate includes eight municipalities in the extreme south-east corner of the province, bordering Manitoba on the east and the United States on the south.

On January 1, 1919, there were 105 school districts in the inspectorate, with 129 departments. Two new school districts were erected during the year, South Frobisher S.D. No. 4167 and Souris Flats S.D. No. 4226. St. Thomas S.D. No. 865 closed one department owing to the operation of The Storthoaks P.S. S.D. No. 2 within the boundaries of the district. Carlyle H.S.D. No. 8 ceased operation as a high school and the two high school departments were operated by Carlyle S.D. No. 276. Three departments were therefore added to my list making a total of 132 departments. Both the new school districts awarded contracts for school buildings and endeavoured to have them erected during 1919 but various difficulties intervened and construction was delayed. The material, however, is on the ground and both schools should be in operation during the second term of 1920.

School Attendance.—The following schedules show the enrolment and attendance in all schools in operation on the day of inspection:

(A) RURAL AND VILLAGE SCHOOLS OF ONE DEPARTMENT

	GRADES								Jr. Form	Mid. Form	Total
	I	II	III	IV	V	VI	VII	VIII			
Enrolment.....	494	202	234	235	187	135	80	107	3	..	1,677
Percentage of total enrolment	29.46	12.05	13.95	14.01	11.15	8.05	4.78	6.38	.17	..	..
Number of schools.....	92	77	78	76	69	51	38	52	2	..	94
Average enrolment....	5.37	2.62	3	3.09	2.71	2.65	2.1	2.06	1.5	..	17.5
Number present.	439	177	194	199	149	104	54	83	3	..	1,402
Percentage of en- rolment pres- ent	88.88	87.64	82.91	84.68	79.67	77.04	67.5	77.57	100	..	83.66

(B) VILLAGE AND TOWN SCHOOLS OF TWO OR MORE DEPARTMENTS

	GRADES								Jr. Form	Mid. Form	Total
	I	II	III	IV	V	VI	VII	VIII			
Enrolment.....	231	135	112	141	101	87	39	86	105	23	1,060
Percentage of total enrolment	21.79	12.74	10.57	13.3	9.53	8.21	3.68	8.11	9.9	2.17	..
Number of departments..	11	11	11	12	10	11	6	11	9	5	37
Average enrolment....	21.	12.27	10.18	11.75	10.1	7.9	6.5	7.82	11.66	4.6	28.65
Number present.	187	121	95	125	85	73	37	77	91	22	916
Percentage of en- rolment pres- ent	80.95	89.63	84.82	88.65	84.16	87.36	94.87	89.53	86.66	95.65	86.42

(C) ALL SCHOOLS

	GRADES								Jr. Form	Mid. Form	Total
	I	II	III	IV	V	VI	VII	VIII			
Enrolment.....	725	337	346	376	288	222	119	193	108	23	2,737
Percentage of total enrolment	26.52	12.31	12.64	13.73	10.52	8.11	4.35	7.04	3.94	.84	..
Number of departments..	103	88	89	88	79	62	44	63	11	5	131
Average enrolment....	7.04	3.83	3.88	4.27	3.65	3.58	2.7	3.06	9.82	4.6	20.89
Number present.	626	298	289	324	234	180	91	160	94	22	2,318
Percentage of en- rolment pres- ent	86.34	88.43	83.53	86.17	81.25	81.08	76.47	82.9	87.04	95.65	84.69

The percentage of attendance on the day of visit, as shown by the above figures, was good and shows a steady improvement since the enactment of The School Attendance Act. In the rural schools the percentage of enrolment present on the day of inspection in 1917 was 80.42, in 1918, 82.2 and in 1919, 83.66. The improvement is especially noticeable in Grades V, VI and VIII. In the latter grade there has been an improvement of over ten per cent. in the attendance of the pupils taking this work. The total number of pupils taking the Grade VIII work also shows an increase from year to year, in rural as well as urban schools. Of the total enrolment, 28.96 per cent. were in Grades V, VI, VII and VIII in 1917 and 30.03 per cent. in 1919.

Local School Administration.—Practically all the schools with an enrolment of ten or over are conducted as yearly schools. A few of these schools had difficulty in securing teachers early in the year but opened as soon as teachers could be secured. All schools were in operation during the year, all but three opening not later than March. These three opened in May. There seems to be a general desire, in this inspectorate, to have the schools operated during as many school days as possible. This portion of the province is fairly well settled,

with good roads, and there seems to be no valid reason why practically all of the schools should not be operated as yearly schools.

Considerable improvement has been effected in the school buildings and equipment. Twelve buildings have been repaired or altered, thirty-three have had the interiors retinted, four have been repainted and five have had new heating and ventilating plants installed. The seating has been improved in twenty-seven schools, the blackboards improved, enlarged or renewed in twenty-five, adequate provision for drinking and washing provided in thirty, substantial additions to equipment made in twenty-six, translucent blinds installed in seventeen and additional playground equipment provided in seven schools. These results are encouraging and show that the trustees of these older districts are willing to provide adequate and suitable buildings and equipment when they are convinced that the improvements are needed. Much remains to be done, however, before these older schools reach, even approximately, the standard required by the Departmental regulations.

Six districts have unsatisfactory school buildings. Two urban districts have been using unsuitable buildings as temporary annexes to provide accommodation until financial conditions permit the building of suitable additions to their schools. A new school building, erected in 1918 in the hamlet of Northgate, is already too small for the accommodation of the children of the district. Three old buildings in rural districts are in such condition that new buildings are urgently needed and the ratepayers and trustees are considering the erection of suitable modern buildings.

Very few of the rural schools have outside toilets which comply fully with the regulations. Twenty-seven were in need of repairs, cleaning, sweeping or scrubbing. The others were reported as in fair condition since they were obviously of the same type and as well kept as the outbuildings of the pupils' homes. Only 14 of the rural schools have inside toilets. Even four of the town and village schools have failed to make this necessary provision for the comfort and health of the children and teachers.

Forty-four schools were reported as having insufficient or unsatisfactory blackboard space. Thirty-seven of these schools had less than 100 square feet of blackboard, the area running as low as 44 square feet and 72 to 80 square feet being fairly common, even in new buildings. At least 120 square feet is needed for effective work by teachers and pupils. The side blackboards, especially, are too high for use by the pupils in many of the schools. The Hyloplate in common use soon becomes shiny, chipped or marred, making writing and reading difficult and, when subject to the usual cross lights, entailing a serious strain on the pupils' eyesight. Sandpapering and re-slating is recommended for such blackboards unless the condition is so bad that new blackboards are imperative. Although the initial cost of slate blackboards is approximately twice that of the Hyloplate they are cheaper because of their permanency and are much more satisfactory for writing and reading.

Provision for drinking and washing is generally satisfactory in the urban schools. The water supply was unsatisfactory, however, in the case of 26 rural schools where section 110, subsection (12), of The

School Act was ignored by the trustees and the individual pupils were left to either bring small quantities of water from their own homes or go without. Only fourteen rural schools had wells supplying good water. Of five new school wells dug in 1919 only two gave a satisfactory supply of water. Thirty-seven schools had wells which had proven unsatisfactory. Water was carried from neighbouring homes for 22 schools and 32 school boards paid a pupil or a family for the provision of an adequate daily supply for drinking and washing. Since but few of these school buildings have basements the conservation of rain water for drinking purposes is impracticable even if the success of this scheme, where tried, was unquestioned. Twenty-two schools had provided no container for drinking water. Of thirty-five drinking fountains twenty-six were giving good satisfaction. Simple repairs would have placed the others in working condition. Where an adequate daily supply of water is provided these fountains are sanitary and they obviate the danger of the common drinking cup or the nuisance of the individual cups. Thirty-five schools were provided with covered water containers with taps and individual or family cups. Individual cups were being dipped into a common container in eleven schools. Individual towels were provided in seventy-one schools and family towels in ten. Only thirteen schools had failed to provide towels or were using the illegal common towel. The danger of infection from the common cake of soap, however, is not generally recognised as only eight rural schools have, as yet, provided the required liquid soap.

As noted above, the seating has been improved in twenty-seven schools, either by providing new single, adjustable desks or by re-arranging the seats for the better comfort and convenience of the pupils. New double or nonadjustable single desks were provided, contrary to regulations and recommendations, in ten schools, including one village school. Since the aim of the regulation is to have the unsuitable and obsolete double desks gradually replaced by desks which will aid rather than hinder the physical development of the children and which will tend towards better individual work and easier discipline, these boards were required to provide the legal type of desk, where such change was possible. In thirty-eight schools, however, the seating is still in need of improvement, the desks being either not adapted to the needs of the pupils now in attendance, inadequate, loose, poorly arranged or in poor repair.

Satisfactory hot water or steam heating systems are in use in five of the graded schools in this inspectorate. The other six urban schools have basement hot air furnaces which give only fair satisfaction. Basement furnaces have been installed in nine rural schools, but in two cases at least they have failed to heat the school satisfactorily. The Waterbury heating and ventilation system is in use in thirty-seven rural schools and in only eight schools has it failed to give satisfaction. Four of these buildings are so old and in such poor repair that it is doubtful if any system could heat them satisfactorily. Jacketed stoves, without any ventilating system, were in use in three schools. The common stove, with its unequal and unsatisfactory distribution of heat and

absence of any system of ventilation, is still employed in thirty-seven rural schools.

Stables are provided for all but two of the rural schools. None of the village schools have provided stabling accommodation as this can be found in the livery or other stables in the village.

The equipment in the schools is generally satisfactory. Needed additions in the form of maps, globes, primary material, measures, dictionaries, thermometers, framed pictures, etc., were made during the year by twenty-six rural schools. The equipment of the town and village schools is, as a rule, complete and adequate. The trustees are generous in their provision for the needs of the children and teachers.

While the new buildings generally conform to the Departmental regulations with regard to lighting, the buildings constructed before these regulations came into force do not and radical alterations in the lighting of these buildings is, in most cases, impracticable. It has been found, however, that where translucent blinds have been substituted for the opaque blinds in common use, the lighting has been improved and that where these translucent blinds have been of the automatic, folding type, which may be arranged to admit light from the upper portion of the windows, the cross glare on the blackboards has been largely overcome. The following schedule shows the lighting conditions in the schools of this inspectorate:

Lighting.

Schools	Direction					Proportion		Shades	
	From left only	From left and rear	From right and rear	From right and left	From both sides and rear	1/4 to 1/7	1/8 to 1/16	Opaque	Trans-lucent
Rural.....	7	15	..	68	4	45	49	69	25
Urban.....	2	28	2	4	1	24	13	26	11
Totals.....	9	43	2	72	5	69	62	95	36

Translucent blinds have been installed in seventeen of these thirty-six schools since 1918. The inadequate lighting has been mitigated in thirty-three of these schools by retinting the walls in a light shade, usually the light buff recommended by the Department.

The grounds of seventy rural schools are fenced, four having new fences erected in 1919. Twenty-four rural school grounds are still without fences and are consequently unimproved. Trees have been planted and are growing in twenty rural school grounds. Five of the town and village schools have improved their grounds with trees and shrubbery, the schools at Oxbow, Gainsborough and Redvers now having especially beautiful surroundings. Among the rural schools, the grounds of The Yale S.D. No. 1034 and The Douglaston S.D. No. 568 show the attractive result of a judicious planting with trees and shrubbery several years ago. The Fertile Consolidated S.D. No. 235 improved

their extensive grounds by planting five hundred trees this year and The Moose Mountain S.D. No. 162 and The Bellegarde R.C.P.S.D. No. 50 also planted several hundred trees.

School gardens were attempted by thirty-seven rural schools and three urban schools this year but owing to drought, high winds and grasshoppers, the results were discouraging. Miss Mildred Stutt, teacher in the Fertile consolidated school, deserves special mention, therefore, for her success as her garden was not only extensive and well planned but, in spite of all discouragements, produced very satisfactory results. McAuley S.D. No. 2186 and Ingoldsby S.D. No. 3798 also had good gardens at the time of inspection.

The value of play as an integral part of an educational system has been recognised by eighteen rural school boards and five urban school boards, who have provided equipment for baseball, football, basketball and volley-ball, also swings, teeters and other playground equipment. The boards of Oxbow S.D. No. 225, Kimberley S.D. No. 176 and Elmore S.D. No. 148 have been especially generous in their provision for this branch of education.

Teachers.—While some few schools experienced difficulty in securing qualified teachers early in the year, every school was in charge of a qualified teacher soon after the Normal schools closed in March. Only one provisional certificate was granted during the second term and since that teacher had taken a partial Normal course in Nova Scotia in 1885 and had been teaching more or less continuously since that year, she too might be classified as a qualified teacher. Since a sufficient supply of qualified teachers was available, any efforts of students or trustees to secure “permits” were discouraged, in the interests of the schools as well as the teachers. Where, however, a Third Class teacher was doing satisfactory work in a rural school and the trustees wished to retain her services, extensions were recommended and granted by the Department. Since the class of certificate held by a teacher does not always represent the class of work she may be doing in the school-room and since there are many teachers holding only Third Class teachers’ certificates who are doing work superior to that being done by others holding Second or First Class certificates, there can be no valid objection to this policy, especially as these extensions are valid only in the school for which they are granted and a desirable permanency of tenure of a good teacher is thus assured. The following schedule shows the relation between the certificates and the quality of work of these teachers:

TEACHERS

Quality of work	Graded schools			Ungraded schools			Total
	Class of certificate held			Class of certificate held			
	First	Second	Third	First	Second	Third	
Good.....	6	11	2	4	16	17	56
Fair.....	2	10	4	4	19	27	66
Poor.....	..	2	..	..	2	5	9
Totals.....	8	23	6	8	37	49	131

Of these 131 teachers, eighty-eight were trained in Saskatchewan, twenty-one in Manitoba, nine in Nova Scotia, four in Ontario, two in New Brunswick, two in Quebec, two in the United States, one in Alberta, one in British Columbia and one in Scotland. One hundred and one of these teachers had received their Normal training since 1913 and thirty previous to that year. The average experience of all these teachers was four years. Seventeen of these teachers were men—an increase of six over 1918.

Where the average salary for a rural school teacher was \$720 in 1917 it is now over \$1,000. The average salary for an assistant teacher in a graded school is \$900. The principals' salaries vary from \$1,200 to \$1,800, according to the size of the school and the qualifications of the principal. In the rural schools very little distinction in salary is made between the teacher of high qualifications and successful experience and the teacher of lower qualifications and little or no experience. As teachers are comparatively scarce, any teacher feels entitled to the prevailing salary, irrespective of qualifications and experience, and the trustees usually have little choice in the matter.

Twenty-eight of the ninety-four rural teachers were teaching in the same school as in 1918, but only twelve of these had been in the same school for three years or more. The permanency of tenure is slightly better in the graded schools.

General Progress of Pupils.—A more general effort to follow the prescribed course of studies in the ungraded as well as the graded schools is now evident in this inspectorate. As one result the rural pupils are not so seriously handicapped when they move into the urban graded schools or from one rural school to another. As I have repeatedly stated, the printed curriculum should have a much greater content than has been customary. Since the majority of our teachers are inadequately trained and have had little or no experience, either manuals adapted to or formulated for Saskatchewan schools should be provided or an enlarged syllabus should be formulated, giving an extended treatment of the subject matter in each grade, including suggestions as to methods and devices and making clear throughout the aims and principles involved. The syllabus should clearly indicate how, in the training of the pupils in the public school for civic efficiency, the other subjects may be correlated, including not only geography and history but even arithmetic, so that all alike shall contribute their share in the civic education of the child. This for many years has been my ideal of a curriculum for our public schools and my work as an inspector has deepened my conviction that such an enlarged syllabus is needed.

The present prescribed course in arithmetic for Grades I, II and III is well devised and, if followed, will give the pupils a solid foundation, because thorough, for the work of the succeeding grades. Accuracy in the simple rules will be the possession of pupils who, for the first three years of their school life, have been thoroughly trained in the combinations of our decimal system of number. Unfortunately, many of our teachers plunge their pupils into too formal and difficult work in the simple rules as early as Grade II with consequent discouragement, drudgery and inaccuracy on the part of the pupils. The

prescribed course, in such cases, is usually disregarded or violated because of lack of understanding of the few brief sentences which, in the present course, are supposed to define this work. The correlation of arithmetic with the other subjects of the curriculum, notably agriculture and household science, should be illustrated in detail in the enlarged syllabus.

Since the aim of the school is to train our children to become efficient members of society, more emphasis should be placed on hygiene, civics and history. Health education is receiving needed attention through the work of the School Hygiene Branch of the Department but the fixing of right health habits rests largely with the teacher in co-operation with the parents. Civics, as a means of familiarising the future citizens with their duties to the state, and history, as related to actual social conditions, problems and activities, should receive due emphasis in all our schools. The attention of the teachers has been directed to the importance of these subjects in the social education of the child and as a result these subjects are not neglected to the same extent as formerly.

Spelling, unlike some other subjects of the curriculum, is intimately correlated with all. Since the only reason for learning to spell is that we may write correctly, the spelling is best judged in the schools from the general exercise books and the teacher is expected to pay special attention to the spelling in these books. The writing is judged in the same way and for the same reasons. As a direct result, a decided improvement has been observed in the written work of the schools. Since the Speller did not furnish either a minimum or a satisfactory list of words, it has been discarded and the teachers are urged to evolve a list of words symbolical of (i) the child's experiences, (ii) words used by the average adult, (iii) short perplexing words and (iv) words mis-spelled by individual pupils, using the texts in reading, literature, composition, etc., as well as the pupils' surroundings and conversation. These words are expected to be taught, not merely assigned.

Composition, especially in the junior grades where the oral work receives special attention, is as a rule well taught by the teachers. The teaching of primary reading is in rather a confused state at present, owing to the divergent methods being practised by successive teachers, but the pupils are learning to read with fair fluency and understanding. Throughout the grades special attention is being paid to the development of natural expression.

Systematic and regular work in physical training is now the rule rather than the exception in the schools. The competitions in this subject at the various school fairs have served to stimulate interest on the part of the public as well as the teachers and pupils in this branch of education. Miss Theresa Smith, teacher of Palestine S.D. No. 500, won the shield awarded by the Local Committee of the Strathcona Trust, at the Oxbow school fair, with the very creditable standing, as marked by two inspectors, of 99½ per cent. Organised and supervised play, as affording an opportunity for the exercise of needed initiative on the part of the pupils as well as for pleasurable exercise, is emphasised as an essential part of this subject.

A short course in household science was conducted in Oxbow, by Miss M. McColl, from December 1 to December 19. Classes in sewing were conducted in the various grades of the public school and classes in cooking for the students of Grade VIII and the High School. Two evening meetings were held for the mothers and others interested in the work and a meeting of the rural teachers was arranged to discuss the hot noonday lunch. As a result of this course it is hoped that an itinerant teacher in this subject may be engaged for Oxbow and neighbouring urban schools. At present this subject receives considerable attention in connection with the various school exhibitions.

Large Districts.—There is only one consolidated district in this inspectorate—The Fertile S.D. No. 235. This district is twelve miles in length and is of an average width of four miles. It was formed by the consolidation of the old Council S.D. with a proposed new district to the north, a new school being erected in 1917 at Fertile in the centre of the consolidated district. This building is a modern two-roomed brick school with full basement and is utilised as a community centre as well as school. Only one teacher is employed at present but the enrolment has increased from twenty-five in 1918 to thirty-two in 1919 and a second department will be needed in the near future. Three vans are used to transport the pupils. The attendance for January was ninety-five per cent., February ninety-seven per cent., March ninety-eight per cent., April ninety-two per cent. and May (the month of inspection) ninety-seven per cent. of the enrolment. No rural or urban school in the inspectorate can show a record for regularity of attendance approaching this. The punctuality was also excellent, no lates being recorded for these five months except twice when a van was late, death in a van-driver's family being the reason in one case. The school grounds are extensive, comprising five acres, and have been improved by the planting of 500 trees and shrubs and the erection of a fence. The school garden, under the direction of Miss Mildred Stutt, teacher, was the most extensive and successful school garden in the inspectorate during 1919. This teacher was also instrumental in organising a rural education association including several neighbouring school districts and a very successful school exhibition was held under the auspices of this association. A thrift club was organised and 1,472 gopher tails collected through the inspiration of this aggressive and efficient teacher. Miss Stutt holds a Third Class certificate. The ratepayers and trustees of this district are justly proud of their school and are generous in its support. In conversation with ratepayers and trustees general satisfaction with the system was expressed.

Consolidation is being discussed by the towns of Oxbow and Carlyle, both of which are faced with the need of more adequate school accommodation. Meetings to discuss the advantages and disadvantages of the system, especially from the viewpoint of the rural ratepayer, will be held in the near future.

Work as Inspector.—The town and village schools of the inspectorate, eleven in number with thirty-seven departments, are visited early in the spring and late in the fall by railroad, the territory being well served by the Souris and the Arcola lines of the Canadian Pacific Railway. During the intervening months the rural schools are visited

by means of a Ford car. Oxbow, the largest town in the inspectorate, is the residence centre for inspectoral work, but owing to its situation in the south-west corner of the inspectorate, it is not the geographical centre for convenience in travelling. Inspection of the outlying parts of the inspectorate requires an absence from home from Monday to Saturday for several weeks during the season but gives a needed opportunity for social and professional intercourse with ratepayers, trustees and teachers. Daily return trips from Oxbow are made to rural schools within a radius of thirty miles. The land is level, with good roads, especially during the dry seasons of the past three years. Even the valleys of the Souris river and its tributary streams have good approaches and bridges. During the fall months the regular inspection work is considerably interrupted by attendance at school exhibitions and conventions but, as you have intimated in your memorandum, this broader work in the direction of educational and social organisation is worthy of increased attention. During 1919 all schools in operation were inspected. Ninety-four schools of one department were inspected once and thirty twice. Thirty-seven graded school departments were inspected once and thirty-one twice, making a total of 192 inspections. Twenty other visits, not resulting in inspection, were made to various districts, with reference to location of school sites, disputes between ratepayers and trustees, consultation or—in the case of seven districts—to schools which were closed without proper notification. Twenty-four days were spent in connection with conventions, school exhibitions or community gatherings. Eighteen days were spent reading teachers' essays, examination papers and in preparing annual summaries and reports. Five days were spent in connection with the household science course and one day attending a meeting of the revision committee at Regina. Six days were spent in necessary travelling. From January 3 to March 15, I assisted Inspector McLeod in the Estevan Normal school. Eighty days were needed for necessary correspondence and office work, mainly on Saturdays and during July. No vacation was taken this year. As far as possible, trustees were visited in the course of the regular visits of inspection. The school fairs and conventions were a means of meeting many ratepayers and trustees as well as teachers. Saturdays and holidays, when I was at home in Oxbow, afforded opportunities of meeting many trustees and ratepayers in this portion of the inspectorate, while telephone calls from outlying parts of the inspectorate at such times were quite common.

School Exhibitions.—Successful school exhibitions were held at Alameda, Oxbow, Glen Ewen, Carnduff, Carievale, Gainsborough, Fertile and Dalesboro under the direction of the local rural education associations. In each case the surrounding rural schools actively participated in the organisation and the exhibition. The exhibits represented the best efforts of teachers and pupils in the various branches of the prescribed course of study. Contests in physical training, rapid arithmetic, written spelling, oral composition and chorus singing were features of most of these exhibitions. With a view to having the school exhibition represent more fully a sustained interest along the regular lines of study, an effort has been made to have the programmes for 1920 prepared and in the schools early in the year. The prize-winning

exhibits from the various local fairs were exhibited during the teachers' convention at Carnduff and the best of these exhibits selected to be shown at the provincial convention. The following paragraph from the "Oxbow Herald" is a fair statement of the aims and benefits of this feature of our educational work:

"The annual school fair has become so integral a part of school life in this community that it seems scarcely necessary to note the purpose served by the institution. We all admit the benefit derived in business from wholesome, honest competition. The spirit of competition, as fostered among pupils and, on a larger scale, among schools has an equally beneficial effect on the work done in our schools. Then, too, the parents meet one another on Fair Day; they are able to compare and contrast the work accomplished in the various schools; they see pupils and teachers in their customary environment, and they gain a more intelligent idea of the sort of work the schools of Saskatchewan are doing. The primary aim of the School Fair organisation and of all organisations of a similar character is to bring the school and community into a closer and more sympathetic relation and to make the school serve better the need of the community, and this need is of course for more efficient, more intelligent, more zealous citizens."

Teachers' Conventions.—Two successful and largely attended conventions of the teachers of the Oxbow inspectorate were held in October. The first annual convention of the Cannington Educational Association was held at Carlyle on the sixteenth and seventeenth and was attended by the teachers of the northern division of the inspectorate. The second annual convention of the Souris Educational Association for the teachers along the Souris and Alida lines of the Canadian Pacific Railway, was held in Carnduff on the twenty-third and twenty-fourth. One hundred and eighteen out of 131 teachers engaged in the inspectorate attended these two conventions, which would indicate a creditable interest in educational and professional matters on the part of those teachers. The executives were fortunate in securing the presence and assistance of Capt. A. H. Ball, Deputy Minister of Education; Col. T. E. Perrett, Principal of the Regina Normal school, and Mr. F. W. Bates, Director of School Fairs, for these conventions. The addresses of these speakers at the evening meetings were given careful and interested attention by large audiences of the general public as well as the teachers. The papers and addresses at the regular sessions showed careful and thoughtful preparation and inspired profitable discussion. A feature of the Carnduff convention which attracted considerable attention was, as mentioned above, the display of prize-winning exhibits from the various school fairs.

In conclusion I may safely say that I have endeavoured, to the best of my ability, to carry into practice and effect, the suggestions contained in your memorandum. The effect of this broader work in the direction of educational and social organisation, in addition to the regular work of inspection is, I believe, indicated in this report.

I have the honour to be, Sir,

Your obedient servant,

W. J. STEVENSON.

PRINCE ALBERT, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit for your consideration the following report on the Prince Albert inspectorate for the year ending December 31, 1919.

The Prince Albert inspectorate for 1919 was smaller than that for 1918 by rural municipality 460 and parts of the unorganised units 525 and 555. It comprised rural municipalities 461, 490, 493 and 494 and the unorganised units 520, 521, 523, 524, 553 and 554. There are no schools in units 520 and 553.

Included in this territory on January 1, 1919, there were seventy-six districts, seventy-two of one department each and four having together thirty-four departments. Five new districts were organised during the year and five departments added in the city of Prince Albert. This made a total of 116 departments on my list December 31, 1919.

The long term schools continue to increase in number. The revision of section 187 of The School Act has had a beneficial effect in this regard. The regularity of attendance has also improved. At the time of my visit to rural schools I found 81.36 per cent. of the pupils enrolled present. This is a decided advance over 1918 and at least indicates that The School Attendance Act is operating effectively in this inspectorate. I found little to be gratified over in the number of pupils enrolled in the upper grades in rural schools. There appears to be little advance in this respect. The following comparative statement shows the classification of pupils by grades:

Grade	Rural		Village, town and city	
	Number of pupils	Percentage of enrolment	Number of pupils	Percentage of enrolment
I.....	686	42.11	345	28.77
II.....	247	15.16	142	11.84
III.....	236	14.48	148	12.34
IV.....	193	11.84	154	12.84
V.....	120	7.36	108	9.01
VI.....	73	4.48	122	10.17
VII.....	36	2.21	87	7.25
VIII.....	23	1.41	88	7.35
Junior Form.....	15	.92	5	.41

This includes public school pupils only.

As in previous reports, I am unable to speak of the activities of the rural school trustees as progressive. The general interest evinced in maintaining progressive measures in the upkeep and improvement of the school plant is not encouraging. This is not due to their indifference to the value and need of education in their lives. The practical is very predominant in this north country. A great part of this inspec-

torate is pioneer territory where with the great majority of the rate-payers the first question is how to secure the bare necessities of life. Very many of the homes are humble indeed. With these conditions we cannot reasonably expect that from forty to sixty individuals can be found in the average municipality who can give the time and thought necessary to keep themselves informed of the best material means to education or to administer the schools most progressively. A misconception of the main business of trustees seems to be general among the ratepayers, viz., to operate the school as cheaply as possible. Surely the primary duty of a school board is to provide the best for the children that the district can afford.

The condition of the grounds in general is not satisfactory. In more than a fifth of the rural schools, the yards are entirely unimproved. More than one-third are unfenced and over a quarter have unsatisfactory space for play. In not more than three or four schools has insistent effort been made to provide play equipment. More than one-half of the schools have no stable, only four districts have teachers' residences, and the lack of attention to sanitation is especially discouraging. Measured by the regulations of the Department the great majority of rural schools are unsatisfactory in this respect. About one-quarter of the buildings are unsatisfactory while more than half cannot be classed as good. Over two-thirds have cross lighting, ten still have a teacher's platform, over seventy per cent. have the unjacketed stove and doors and windows as the only means of ventilation. Equipment is generally satisfactory except seating and blackboards. Seventy-five per cent. of the rural schools have double seats, seventeen per cent. single seats and eight per cent. single adjustable seats. About a quarter of the schools have unsatisfactory or insufficient blackboards. These statistics show that a great deal needs to be done. I am pleased to be able to report some progress. About ten per cent. of the rural schools made extensive improvements. Three new schools of approved type and pleasing design were erected. Seven districts fenced their grounds, six cleared their yards, two planted trees or shrubs, four built stables, five dug wells, seven redecorated or otherwise improved their school buildings, one installed a basement furnace, one jacketed the stove, one installed a Waterbury heater, two replaced their old desks with adjustable single desks and four put in additional blackboards.

The work of 127 teachers came under inspection. Every school that had facilities operated for some period during the year. The inspectorate was better supplied with qualified teachers than in any previous year. The following comparative tables show the classification of teachers according to sex and certificates held.

I.—Classification According to Sex.

	Total	Male	Percentage	Female	Percentage
Rural.....	84	16	19.05	68	80.95
Village, town and city....	43	4	9.3	39	90.7
Whole inspectorate.....	127	20	15.75	107	84.25

II.—Classification According to Certificate.

	First	Percent- age	Second	Percent- age	Third	Percent- age	Per- mit	Percent- age
Rural.	8	9.52	30	35.71	32	38.09	14	16.67
Village, town and city.	7	16.27	31	72.09	5	11.63	..	..
Whole inspector- ate.	15	11.81	61	48.03	37	29.13	14	11.02

The percentage of male teachers for the three preceding years was: 1916, 31 per cent.; 1917, 25 per cent.; 1918, 17 per cent.

The salaries for teachers of rural schools ranged from \$780 to \$1,200, with an average of \$980 per annum.

This territory continues to suffer keenly from the lack of permanency of the teaching body and the periodical migration of its members. In previous reports I have indicated what I believe are the causes of these conditions and have suggested measures for the removal of these causes. The following comparative statement of the classification of teachers according to experience shows the alarming nature of these conditions:

	Total number of teachers	Number inexperienced	Number in inspectorate before 1919
Rural.	84	12 (14.28%)	44 (52.38%)
Village, town or city.	43	1 (1.23%)	35 (81.99%)
Whole inspectorate.	127	13 (10.24%)	79 (62.2 %)

Length of Engagements in Present School.

	First year		Second year		Third year or over	
	No.	Percentage	No.	Percentage	No.	Percentage
Rural.	67	79.76	16	19.04	1	1.19
Village, town or city.	11	25.58	20	46.51	12	27.91
Whole inspectorate.	78	61.42	36	28.34	13	10.23

Results in school work varied as in former years. There are few teachers who are not putting their best efforts into their work. There is no more intelligent, enthusiastic and earnest class of young people in any vocation, but they lack experience and training as teachers. We cannot hope for a much better type of work until the causes which make for temporariness of service in the profession are mitigated or removed.

The common subjects were taught with fair success as in previous years. Seldom was a teacher found with a knowledge of history or geography broader than the text. The technical and superficial were usually emphasised in the teaching of literature and reading. Arith-

metic was perhaps the most satisfactorily taught subject. Speed and accuracy in the fundamental processes were unsatisfactory. Music was generally neglected, but art received more attention. Considerable improvement was noted in the general neatness of written work. The school fair is doubtless responsible for these advances.

Nature study and agriculture were usually formally or indifferently taught. A good deal of interest was shown in the home and school gardens. Much better and more extensive work was done in manual training and household science. Play supervision was generally not taken seriously as a duty by the teacher. Careful investigation shows that, as a rule, children who play properly and energetically work alertly in school.

I visited every district in the inspectorate, except one which was organised late in the year. Five rural schools did not operate at any time during the year, having no buildings. Of the 111 departments in operation I inspected all except two, which were closed at the time of my visit. Thirty-eight were inspected once and seventy-one twice. I gave much more time this year to school fair work. In this work I found a splendid opportunity of coming in closer touch with the teachers, trustees and ratepayers, especially at the local fairs. There were twenty-one local fairs in the inspectorate—all successful—three schools competing at each fair. Three municipal fairs were held. I gave an increased amount of time to holding conferences with trustees. A trustees' association for the inspectorate was organised in October. A very successful teachers' convention was held in Prince Albert on October 2nd and 3rd. Dr. Snell, Mr. A. H. Ball, Deputy Minister of Education, Professor Ira McKay and Miss Rankin, of the Saskatoon Normal school staff, contributed largely to this success.

Especially interesting features of the convention were the spelling and singing competitions.

My territory for 1919 was less than half the area and had almost exactly half the number of departments of that for 1916 (my first year as inspector). This decrease in the size of the inspectorate has enabled the inspector to be of much greater service educationally in his territory. More thorough inspections, closer supervision and more intimate touch with teachers and trustees have been made possible. It is a source of satisfaction to the inspector to feel that he has a fairly intimate grasp of educational conditions in his inspectorate.

I have the honour to be, Sir,

Your obedient servant,

J. T. TOMLINSON.

NORTH BATTLEFORD, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit for your consideration a report of the work done in the Lloydminster inspectorate during the year ended December 31, 1919.

The Lloydminster inspectorate having as its boundary on the north the northern branch of the Saskatchewan river, stretches southward along the Alberta boundary for a distance of eighty miles. It has a mean breadth of thirty-five miles and an area of about 2,800 square miles. The inspectorate consists of the following municipalities: Nos. 440, 470, 471, 472, 502, 411, 442 and parts of 410 and 439.

On January 1, 1919, there were seventy-two districts having in all eighty departments. Two districts had no school building, being organised to send the children to a neighbouring school. During the year eight new districts were erected and six new departments opened.

Of the eighty school districts, consisting of ninety departments, seventy-six have school houses. Two, as mentioned above, are amalgamated with other districts, while two others were organised too late in the year to build. These latter will probably erect buildings in the early spring.

With regard to school attendance, there appears to be a desire in the great majority of districts to measure up to the standard set by the Department of Education. This does not actually take place for the following reasons:

1. In the spring there was a difficulty attendant on an inadequate supply of teachers prior to the close of the Second Class Normal session. 2. In a few instances the school was so small that the severe weather of November prompted an early close. At the time of my first visit, of the 1,709 pupils enrolled, 1,444 or eighty-four per cent., were actually in attendance. On the second visit, out of an enrolment of 1,697, 1,404 or eighty-two per cent. were present. The record of attendance is as follows:

Grades	First visit		Second visit		
	Enrolled	Percentage of total enrolment	Present	Enrolled	Present
I.....	575	33.25	479	561	440
II.....	200	11.75	161	201	176
III.....	240	14.	208	236	199
IV.....	245	14.5	213	233	206
V.....	175	10.	147	177	146
VI.....	110	6.5	96	106	86
VII.....	77	4.5	63	79	61
VIII.....	60	3.5	51	53	45
Junior Form.....	27	2.	26	48	42
Middle Form.....	..	....	..	3	3
Totals.....	1,709	....	1,444	1,697	1,404

The School Attendance Act is, without a doubt, not only popular but is also an instrument of the highest importance in securing improved attendance.

In coming in contact with school boards and ratepayers I have been impressed with the growing interest in school life and the desire that is prevalent to make the school facilities more adequate and the school house and premises more suitable as a home for the children. In spite of the fact that this part of the country has had crop failures two years in succession, no less than ten new schools have been built and several others renovated, ninety per cent. of the school districts undertook improvements, some of a very substantial nature. Another encouraging aspect of the case is the tendency of school boards to take advantage of the offer of the Department to supply free trees on request, provided the grounds are properly prepared. I look for a still greater awakening along the line of tree cultivation and in the beautifying of school premises in the near future. With regard to lighting, heating, water supply and the observance of the laws of sanitation, the following table will give some idea.

<i>Heating—</i>	
No. of schools heated by stoves, some of very good type.....	42
No. of schools heated by Waterbury Heaters.....	27
No. of schools heated by furnaces.....	5
<i>Lighting—</i>	
No. of schools lighted according to regulation.....	37
No. of schools with cross lighting.....	37
<i>Ventilation—</i>	
No. of schools with satisfactory ventilation.....	32
No. of schools with small systems more or less adequate.....	20
No. of schools with no ventilation except by doors and windows.....	22
<i>Water Supply—</i>	
No. of schools with good wells.....	24
No. of schools with discarded wells.....	12
No. of schools with satisfactory carrying system.....	34
No. of schools with insufficient water supply.....	16
No. of schools with eaves troughs installed.....	13
<i>Toilets—</i>	
No. of schools with inside sanitary toilets.....	8
No. of schools with outside sanitary toilets.....	3
No. of schools with toilets not of sanitary type but in fairly good condition.....	36
No. of schools with toilets in fair condition.....	14
No. of schools with toilets in poor condition.....	13

The above statistics lead to the following conclusions:

1. That nearly sixty per cent. of the schools are still heated by stoves. Many of these, however, are of a good type and quite satisfactory if accompanied, as is sometimes the case, by an adequate system of ventilation.

2. That fifty per cent. of the schools of this inspectorate (all the new ones) are satisfactory as to their lighting while fifty per cent. have cross lights. The better buildings of the latter class are being gradually remodelled.

3. That the ventilation of the school houses in general is not yet entirely satisfactory. Small systems are not as adequate as the laws of sanitation call for. The windows in the majority of instances are still used for ventilation.

4. That in about twenty-five per cent. of the districts there are good wells supplying plenty of drinking water of a good quality and about fifteen per cent. of the districts have wells which have proved a complete failure. In thirty-four districts a supply of water is secured from neighbouring wells by carrying. In this way, when the fountain is properly used, a good fresh supply is always on hand.

5. That a supply of soft water is on hand in thirteen districts and that the installation of eaves troughs and a tank is becoming more common.

6. That the condition of the toilets is much improved and a strong desire to replace the outside with the inside closet is manifest. The Sanitary Caustic Closet is likely to lend an impetus to this movement.

During the year it was my duty to inspect the work of 100 teachers. It is with great satisfaction that I am able to report a much better class of teachers than in 1918. Of these, nearly seventy per cent. held Second or First Class certificates and only five teachers were without training.

In the case of the Third Class teachers the chief reasons for condemnation arise from their inability to assume responsibility and to realise the seriousness of their work.

Some splendid work is being done by teachers of the higher classes. The 100 teachers inspected were classified as follows:

First Class (also graduates)	First Class (Non-graduates)	Second Class	Third Class	Provisional
3	6	58	29	5

The supply of teachers was sufficient to meet the demand but did not allow of as much freedom of choice as would tend to the highest efficiency. The boards of trustees seemed quite willing to pay a good salary for a good teacher. The chief complaints came from those that engaged teachers of inferior rank who were unable to rise to a sense of their responsibility and looked for good pay while giving little in return. A sufficiently large supply of good teachers who are willing to look upon the instruction of children as a position of great trust will do much to solve the salary question. If we refer again to the table of attendance we can find some room for encouragement. It is to be observed that about ten per cent. of the total enrolment of this division, approximating 150 pupils, is now found above Grade VI. While this number is not yet sufficiently large to call for congratulations, it seems to indicate an upward step in the progress of education and will sooner or later compel those in charge to consider ways and means to take care of the education of pupils above Grade VI who do not, as a rule, get the attention they require in a rural school.

As a result of the Departmental examinations forty-two pupils passed successfully from the rural Grade VIII to the High School. One of the questions for the future is the proper education of these advanced pupils.

The progress of the pupils of the public school in the ordinary school work, while not all we could wish, is fairly satisfactory. The elementary subjects in the primary grades are taken up much better than formerly and the children are fairly efficient. Children do not as a rule read with sufficient expression nor is composition really taught in an intelligent way. In this latter subject the pupils are left too much to themselves at the critical stage and written reproduction comes before there has been orderly oral reproduction. Pupils are asked to write stories that they are unable to tell well. Teachers are not careful enough to actually plan the work. Geography, history and nature study are not always taught in such a manner as to arouse interest. The subject matter is, frequently, not really assimilated.

The school garden and physical training receive a fair degree of attention but household science and manual training have as yet hardly obtained a foothold.

The only consolidated area in this inspectorate has its centre in the village of Paynton. While no suitable and commodious building has been erected here as yet and while the conditions in this respect are the worst possible, such good progress has been made in the school that a large majority of the ratepayers still favour the plan. The continuance of this district in its present state is still a matter of doubt as the taxes are extremely high, being equal to \$60 a quarter section in many cases. To build a new school that will involve increased obligations might constitute a burden greater than the district can bear. There is no apparent dissatisfaction among the parents of the children with regard to hardships on the road. In fact, it is considered by them more satisfactory to have the van carry the children five miles or so than to be forced to convey them a mile or two themselves or send the little children off alone. The cost of the vans is, however, enormous and good dependable drivers are not always at hand. Aside from the great cost the advantage lies with the larger school area. In fact, if large consolidated schools prove too expensive to maintain, the only remedy left seems the municipal High School. If our educational policy is to be one of advancement the pupils in the schools must be better taken care of when they reach Grade VI.

As part of the Turtleford inspectorate in 1918 was situated well to the north and many districts were remote from the railroad, I deemed it advisable to use a horse and buggy as a conveyance. In that particular part of the country I found it had some advantages especially since some of the districts were difficult of access. It also had its disadvantages as I was compelled either to remain over night with some settler or pass the night in the school house. In outlying districts the appearance of the inspector was a matter for concern, as in many cases there was not sufficient accommodation in the houses, which consisted sometimes of one and seldom of more than two rooms. In this year, 1919, a car has been used and I have found that it possesses many advantages over the horse and buggy. There was not the same difficulty experienced

in getting to a second school in the afternoon and except in rare instances I was able to reach the railway for the night. I believe the car is much more satisfactory in every way. Any time lost through bad roads can be more than made up by rapid travel at other times.

In covering the territory systematically, several matters must be taken into consideration:

1. The schools on the railway must be finished before the roads to the rural schools are in good condition.

2. Schools at a distance from the centre must be taken as early as possible in order that they may be visited again in the *early* fall.

3. Care must be exercised in selecting a particular part of the inspectorate at a particular time lest several schools in that area might not be in session at the time. (Note:—There is still considerable carelessness on the part of teachers and secretaries in the matter of informing the inspector as to the exact time when the school was opened. Inconvenience is also caused by indefiniteness with regard to the vacation and changes therein without notice being sent to the inspector. Local picnics in the summer are generally unannounced and the teacher with a good part of the school is generally in attendance.)

There should, however, be no great difficulty experienced in covering the territory except under the most abnormal conditions.

I find on consulting the diary that all the schools on the railway were inspected before the end of April when the inspection of the rural schools was started. This continued until the severe weather when the village schools were again taken up. The work continued until the end of November.

Outside of inspection work, considerable time was spent in the reading of essays, Normal School work, organisation along the line of school fairs and teachers' conventions, correspondence relative to the placing of teachers in order to push this work forward and professional reading. With regard to professional reading, one does not get too much time for this important work. Helpful books are on every side and there is so much one does not know, that it seems good to spend considerable time in this way.

There were seventy-four schools consisting of eighty-four departments in operation in this inspectorate during the year. Of these, eighty-three departments were visited once and sixty-five twice. Rosebriar S.D. No. 4103 was visited when the school was in course of construction. It opened in July and closed just before I arrived to inspect that particular area. This was the only school not inspected but a record of attendance was sent in by the secretary and included in the general report. According to agreement with Alberta, the school at Lloydminster is supposed to be inspected by Mr. Parker of Alberta in the fall and by myself in the spring. This was done but is not satisfactory as it does not give either an opportunity to really grasp the situation in a convincing manner. Mr. Parker and myself, with the consent of the Department, will inspect twice a year, probably at the same time. Several schools that were opened for the first time in July were inspected once only.

In passing from district to district, I have been very fortunate in meeting numbers of secretaries, trustees and ratepayers. This has

been done in several ways, visiting at the homes, meeting with them at the school, at fairs or in the villages. Some of the more remote districts have not yet received this attention but so much valuable information is obtained by intimate intercourse that it will be my policy to continue in a course so essential to a full knowledge of the situation.

A great many of the schools which, heretofore, had been short term schools have manifested a desire to become, as nearly as possible, yearly schools. Under normal conditions I feel that this will materialise in the case of a majority of the schools. A few districts in which there are small children living a considerable distance from the school house will, for the present, have a shorter term. The scarcity of teachers in the early part of the year and the unseasonable weather of the fall were responsible in some degree for a shorter school year.

More than fifty per cent. of the schools had school gardens in spite of the discouraging drought of the two past summers. The results were not what they would have been under normal conditions but the idea of a garden is so firmly rooted that I expect a large increase in interest as soon as all the grounds are fenced and a few old-fashioned unenthusiastic teachers are replaced.

Throughout this district the grain growers have established social centres. A few additional societies, either under the auspices of the boys' and girls' clubs or some other branch of the Rural Education Association undertake entertainments or social programmes of some nature. Maidstone, Paynton and Middleton have been centres for several social events in which teachers, children and sometimes parents take part. School fairs were held at Lloydminster, Marshall, Maidstone and Senlac. That at Marshall was developed along the line of sports but new lines embracing more of the work of the school will be followed in the future. The Lloydminster fair was held under the auspices of the main agricultural society which, in my opinion, was detrimental to its best interests. The Maidstone fair was a startling success and but for bad weather conditions towards the end would have been all that could have been expected. The presence of the Minister of Education was no small factor in making it an event. Good success accompanied the Senlac fair also. In every case the ratepayers turned out in large numbers. Early in November a central executive for the inspectorate met at Lashburn to organise for a central fair at that point and to consider ways and means of encouraging fairs at Manitou Lake, Carruthers and Paynton or Bresaylor. At the same time arrangements were made for holding the teachers' convention at Lloydminster in the fall of 1920. We hope to have the ground pretty well covered next year. The school fair has been a great factor in rousing interest in education generally. The Northwestern Trustees' and Teachers' Association convention met at North Battleford on November 13 and 14. Many teachers and a few trustees were present. The convention was full of inspiration. Splendid addresses were given by Prof. Ira McKay, Dr. J. T. M. Anderson, Mr. J. S. Huff, Miss Jean Browne and others. The attendance of teachers was as good as could be expected considering the extent of territory (The Battlefords, Turtleford and Lloydminster inspectorates) and the difficulties of travel. In order

that a larger percentage of teachers may be reached, the executive of the Lloydminster inspectorate have decided to sever connection with the larger body and hold a convention at Lloydminster in the fall of 1920.

In closing I might mention several matters that seem to me of outstanding importance and that would seem to claim a great deal of attention.

1. The taxation of all lands whether in organised or unorganised territory whose value is affected by the proximity of any school or near which reside children who require education.

2. The encouraging of salaries sufficiently large to induce young men and women of ability not only to enter but to remain in the teaching profession in order that there may be created a supply sufficient to make it possible for trustees to choose those teachers who will more than compensate them for the increased remuneration.

3. The encouraging of those schools which are able and willing to undertake the education of pupils above Grade VI by grants so that school boards will be able to build schools large enough to accommodate pupils from any part of the municipality who have reached that grade or beyond.

4. The further encouraging of tree and shrub planting and of the beautification of grounds by methods similar to those now in force.

I have the honour to be, Sir,

Your obedient servant,

W. M. VEAZEY.

YORKTON, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,

Minister of Education.

SIR,—I have the honour to submit for your consideration the following report of my work in the Yorkton inspectorate for the year 1919.

The inspectorate consisted of five rural municipalities Nos. 214, 243, 244, 245 and 275, including six village and three town districts, one of the latter being a R. C. Separate District, the total number of districts being 80, number of departments 114. Six departments were added during the year, making the total on December 31, districts 80, departments 120.

The boards in St. Henry's R. C. Separate S.D. No. 5, Otthon S.D. No. 3922, and New Insinger S.D. No. 4164, were using rented buildings, having during the year no buildings of their own. St. Henry's had, I understand, sold their building, reserving the right to rent a portion of it, and the other two districts had never erected buildings owing to financial reasons. New Insinger has now a building under construction and about ready for occupation while Otthon is holding back, pending negotiations with surrounding districts toward the formation of a "large district."

School Attendance:—In the 113 departments inspected during the year the number of pupils enrolled and present on the day of inspection were as follows:

Grade	Enrolled	Present	Percentage
I.....	1,496	1,178	78.7
II.....	462	358	77.5
III.....	612	496	81.
IV.....	419	342	81.6
V.....	295	228	77.3
VI.....	190	159	83.7
VII.....	138	116	84.1
VIII.....	73	58	79.5
Junior.....	31	26	83.9
Middle.....	13	11	84.6
Total.....	3,729	2,972	79.7

The enforcement of the School Attendance Act has unquestionably improved the attendance of pupils. Your inspector is endeavouring to secure further improvements through inducing rural boards to take a six or seven weeks' summer holiday, so timed as to cover the harvest. Steps are being taken to acquaint the parents particularly in the non-English districts, with the provisions and purpose of the Attendance Act.

School administration has been in the hands of local boards with few exceptions. Two districts were being administered by an official trustee on January 1, 1919, and it became necessary to change two others during the year. In at least two districts the matter of removing the local board was under consideration at the close of the year. The official trustee is an efficient means of demonstrating to a rebellious or careless board the fact that The School Act is to be carried out. Your inspector has found, however, that generally speaking, a firm stand on his part has resulted in securing from the school board that action which he considered to be in the best interest of the pupils in the district. I believe the idea of the yearly school is growing. There are still a number of districts where objections are urged—some of them perhaps valid—against maintaining school through January and February. The great difficulty consists in buildings inadequately heated. This is being overcome by a campaign for supplying proper heating and ventilating systems in all the schools.

A number of districts have outgrown their buildings and are either remodelling, enlarging or rebuilding. New buildings completed during the year were Rosemount S.D. No. 181, in June; Theodore S.D. No. 253, in November and New Insinger S.D. No. 4164, in December. The building in Theodore is a four-roomed brick structure, well equipped, and a credit to the village. The village of Springside S.D. No. 1148 has under construction a fine four-roomed brick building, which will be ready for occupancy in May, 1920. Other new buildings provided for are in Anemone S.D. No. 541, Creekside S.D. No. 997, Melville View S.D. No. 2421, and Freeman S.D. No. 634. In seven districts

plans are well under way for the erection of new buildings, and in eight districts arrangements are virtually completed for remodelling or enlarging.

The boards have generally responded to requests for improved equipment, but have not been so ready to improve the school grounds. There are still a number of grounds of less than two acres extent.

The boards generally have tried to carry out the regulations regarding lighting, heating, sanitation and water supply. In some cases the location of the school has made the supply of drinking water impossible, except through bringing it from a distance. In a few schools the old single cup and water pail are still in use, but these are being replaced by sanitary drinking fountains or by individual cups.

The teachers are classified as follows: First Class 26, Second Class 74, Third Class 43, Provisional Certificates 7, making a total of 150. The salaries ranged as follows:

Rural, per annum	\$840 to \$1,340
Village, per annum	\$840 to \$1,500
Town, per annum	\$750 to \$1,900

The supply was such that in very few cases were the schools prevented from opening at the wish of the board. Much praise is due these teachers for the splendid way in which they responded to the demands upon their time and energy in superintending school gardens, organising sports, school fairs and encouraging the life of the community through concerts, literary societies and other forms of entertainment.

The household science supervisor, Miss Hiltz, visited over sixty departments and secured efficient co-operation in conducting sewing classes and hot lunches. The principal and staff of Freeman S.D. No. 634 carried out a splendid system of organised play, which was duplicated by many other districts. The manual training exhibits at the annual school fair held in Yorkton showed that at least a number of schools were encouraging this branch, although under some handicap, while the splendid samples of vegetables, and the keenly contested competition in physical drill showed that school gardens and the Strathcona drill were receiving due attention. Football matches, baseball matches and races of various sorts showed that the general physical development of the pupils was receiving adequate attention.

The school nurse, Miss Russell, did splendid work in her examination of sixty-nine departments, and through her tact secured the co-operation of the parents, so that at the date of writing, the following results were reported:

No. of pupils eyes treated	31
No. of pupils adenoids removed	27
No. of pupils tonsils removed	27
No. of pupils who had dental treatment	167
No. of pupils defective hearing improved	2
No. of pupils vaccinated	187

These treatments are increasing daily, and cannot but result in untold benefit to the pupils.

There are no large districts in the inspectorate.

In carrying on the inspectoral duties your inspector travelled 5,800 miles by automobile, 1,320 miles by railway and about 75 miles on foot. In this inspectorate an automobile furnishes the most advantageous means of travel, for the roads are generally good. The railways were used when roads were impassable for car, in the spring or late fall. The general plan of covering the territory by municipalities was interfered with owing to frequent calls to districts lying in widely separated parts of the inspectorate. Considerable time was lost through bad weather and consequent impassable roads. Teaching Third Class Normal took sixty days, visits to the Department of Education five days, investigations eleven days, correspondence and official work forty days, marking papers four days, holidays, including trip to Eastern Canada thirty-four days, conventions ten days, bad roads and repairs five days, sports, school fairs and organisation nineteen days, ratepayers' and board meeting five days, visiting schools, not inspecting, nineteen days.

The number of departments inspected once.....	70
The number of departments inspected twice.....	43
The number of departments not inspected.....	7
Total.....	120

The failure to inspect these seven departments was due to an early winter, and the roads being blocked by snow. Six of these were inspected by Inspector Hjalmarson of Wynyard, and one by Inspector Stevenson of Balcarres, so that all departments were inspected during the year. Your inspector has endeavoured to keep in touch with trustees, ratepayers and teachers, through correspondence, telephone messages, visits where possible while in the district, attending picnics, sports, meetings and by encouraging their calling at his office in Yorkton on Saturdays and other holidays. He has kept before them the advantages of a yearly school, the practical value of a school garden and the benefits to be derived from frequently meeting together in school entertainments, sports, picnics, etc.

The work of an inspector means a great deal more than merely inspecting the work in the schools. To be effective he must secure the confidence and co-operation of the school boards and parents throughout his inspectorate. This can be best done by getting acquainted with the people at large and showing them that he has their interests truly at heart. Where the inspectorate is too large the inspector's work cannot be sufficiently intensive to secure the best results. Frequent visits of a few minutes' duration at the schools, and personal contact with the parents requires time. Just as the teacher must know each pupil as to temperament, home conditions, etc., in order to best develop the latent powers of the child, so, the inspector, to do his most effective work, must know the temperament and environment of his school boards, and the parents.

I have the honour to be, Sir,
Your obedient servant,

B. W. WALLACE.

KERROBERT, *January 1, 1920.*

HON. W. M. MARTIN, K.C.,
Minister of Education.

SIR,—I have the honour to submit the following report on the inspection of schools in the rural municipalities Nos. 382, 381, 352, 351, 350, 322, 321 and 320.

On January 1, 1919, there were 91 school districts containing 101 departments. The increase for the year was two school districts and one department. There are six districts in which no school is built. They are as follows: Ackerman S.D. No. 4229—a newly organised district; Somme S.D. No. 4127, pupils attend school in Superb S.D. No. 2505; Greenvale S.D. No. 4180, pupils attend school in Luseland S.D. No. 240; Luseview S.D. No. 3338, pupils attend school in Luseland S.D. No. 240; West Luseland S.D. No. 3296, pupils attend school in Luseland S.D. No. 240; Hartsburg S.D. No. 2670, pupils attend school in Kerrobert S.D. No. 2795.

There has been a marked improvement in the attendance of pupils since the enactment of The School Attendance Act.

The trustees of a number of districts which had good wells on the school grounds, finding that there was so little water used that it was unfit to drink, overcame this difficulty by having a small gasoline engine installed. This not only supplied good drinking water but gave an ample supply for the school garden.

In scarcely any of the schools are there any decorations in the form of good pictures.

In not more than one school in eight did I find a teacher who had been in the school for more than one year. This I felt was in many ways the biggest drawback to the progress of the pupils. Closely allied with the question of the continual changing of teachers is that of the difficulty of obtaining a good permanent boarding place. This condition could be improved by erecting dwellings for teachers, say one house for four districts. This would also tend to counteract the monotony of the lives of many of the teachers.

In spite of the many difficulties in the way, the best solution of our rural school problem seems to be consolidated schools, with certain changes in management, as, for example, keeping the junior rooms open throughout the summer while the senior rooms would be open during the regular school year. This would allow the little tots to miss the severity of the winter and leave the older pupils free to render the much needed help on the farm in the summer time while in the leisure of the winter they would be able to attend school.

The number of schools inspected during the year was seventy-eight consisting of eighty-eight departments. These were each inspected once.

There were five schools not inspected as when visited four of them were closed for holidays and one was closed on account of typhoid fever.

I have the honour to be, Sir,

Your obedient servant,

R. WEIR.

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